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ABSTRACT

This manual is designed to accompany a University of Texas graduate course on public libraries that covers the historical development, legal basis, administration, financial basis, services to users, system organization, physical facilities, marketing, popular culture, issues, trends, and problems of public libraries. The manual contains the course syllabus and a reading outline that is keyed to course subject matter and contains 186 citations. The ma also contains information and exercises that supplement lectures and support major course assignments. Lecture supplements include outlines of 15 lecture topics and written exercises on standards, administration, finance, and systems, and a genre self-assessment test designed to engage the student in specific topics. One major assignment is the development of a glossary of public library terms. Students are given a lengthy list from which to choose terms to define and a three-page form used to evaluate the student glossaries is included. The second major assignment is an oral history project, which requires students to interview individuals who have made an impact on library development in Texas. The manual provides guidance for this type of project, including how to construct a biographical file, sample interview questions, and a sample oral history outline. A list of 26 people who have contributed to Texas library development is provided. The manual also contains three public library scenarios and seven sample quizzes that have been used in the course. (KRN)

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CLASS MANUAL FOR

PUBLIC LIBRARIES

(LIS 388K.3)

FALL 1992

INSTRUCTOR:

DR. Loriene Roy

GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE
THE UNIVERSITY OF TEXAS AT AUSTIN

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THE UNIVERSITY OF TEXAS AT AUSTIN
Graduate School of Library and Information Science
LIS 388K.3 - Public Libraries - Fall 1992

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THE UNIVERSITY OF TEXAS AT AUSTIN
Graduate School of Library and Information Science

LIS 388K.3 - Public Libraries - Fall 1992 - Unique Number: 41240

COURSE INFORMATION

A. COURSE DESCRIPTION

MEETING TIME: Thursdays, 6:30-9:30 p.m. in Jester Center Room A309A
INSTRUCTOR: Loriene Roy OFFICE: EDB 562L
PHONE: 471-3892 (w)
OFFICE HOURS: Thursday: 12:00-3:00 p.m.
or by appointment
TA: Rebeka Martin

B. OBJECTIVES

1. To understand the origins and development of the American public library.
2. To define the multiple roles of the public library, how they evolved, and how they affect public library service.
3. To consider library laws and their impact on the establishment and maintenance of public libraries and public library systems.
4. To develop an understanding of the administrative and organizational characteristics of public libraries.
5. To understand the similarities and differences between library systems and library networks and how they work together for better library service.
6. To investigate the relationships between public libraries, public library systems, and state library agencies.
7. To recognize the spectrum of public library services as they exist and are evolving.
8. To focus attention on the variety of public library clientele, their needs, and the public library's response to these needs.
9. To explore the role of popular culture and popular reading in serving public library patrons.
10. To identify and debate the major trends and current issues in public librarianship.
11. To thoroughly investigate an individual's contribution to librarianship through compiling a biographical file and conducting an oral history interview.

C. OFFICIAL COURSE DESCRIPTION: "Historical Development, legal basis, administration, financial basis, services to users, system organization, physical facilities, marketing, popular culture, issues, trends, and problems." [Source: Graduate School of Library and Information Science. Announcement 1989-91.]

D. TEXTBOOKS:

REQUIRED: 1. Pungitore, Verna L. Public Librarianship: An Issues-Oriented Approach. Westport, CT: Greenwood Press, 1989.
Purchase at University Co-Op.
A copy of the text is on reserve in PCL Reserves, Z 678 P988 1989

REQUIRED: 2. Charlton, Thomas L. Oral History for Texans. 2nd ed. Austin, TX: Texas Historical Commission, 1985. FREE. Available at the Texas Historical Commission Publications Office, 1511 Colorado, Austin, Texas

REQUIRED: 3. Texas Library Systems Acts and Rules for Administering the Library Systems Act. Austin, TX: Texas State Library, Library Development Division, 1991. FREE. Distributed in class.

REQUIRED: 4. Texas Library System. System Orientation Manual. Updated version. Texas State Library, Library development Office, 1991. FREE. Distributed in class.

You might also enjoy examining: Betty Rosenberg, Genreflecting: A Guide to Reading Interests in Genre Fiction. 2nd ed. Littleton, CO: Libraries Unlimited, 1986. PCL REF, PCL STX PS 374 P653 R67

E. TENTATIVE CLASS SCHEDULE

1/Aug. 27
- A. Introduction: Review of the Syllabus
- B. VIDEOTAPE: "An Oral Historian's Work"
- C. Public Library Scenarios (small group activity)
- D. SIGN UP: for public issues panel; for oral history interview

2/Sept. 3
- A. Historical Background: lecture
  READ: Pungitore, Chaps. 1-2
  SLIDES: Public Library History
- B. Purpose, Goals, Objectives: lecture
  READ: Pungitore, Chap. 3

3/Sept. 10
- A. Standards: lecture; small group activity
  READ: Pungitore, Chap. 6
- B. Departmental Organization: lecture
  READ: Pungitore, Chap. 7
- C. Library Directors: lecture

4/Sept. 17
A. Local Government and Library Boards: lecture
VIDEO TAPE: "Library Trustees: Meeting the Challenge"
READ: Pungitore, Chap. 4
B. Personnel: lecture

5/Sept. 24
A. Financial Basis: lecture
READ: Pungitore, Chap. 5
B. Fund Raising: lecture
C. Budgeting and other Reporting Activities: lecture
** SUBMIT: oral history biographical file for review

6/Oct. 1
A. Federal and State Government: lecture
B. Multitype Systems and Library Cooperation: lecture
C. Library System Organization and Administration: lecture
READ: Pungitore, Chap. 12
READ: Texas Library System. System Orientation Manual.

7/Oct. 8
A. Legal Basis
B. GUEST SPEAKER: Dr. Lisa de Gruyter, Manager of Library Systems and Networks, Library Development Division, Texas State Library TOPIC: Texas public libraries and current concerns regarding legislation, including the formation of taxing districts and the Uniform State Service Regions (USSR)
READ: Texas Library Systems Acts and Rules for Administering the Library Systems Act.

8/Oct. 15
**PUBLIC LIBRARY ISSUES PANELS

9/Oct. 22
A. User Clientele
VIDEO TAPE: "Library Survival Guide: Managing the Problem Patron"
READ: Pungitore, Chap. 8
**SUBMIT BY THIS DATE: Draft of Oral History Questions

10/Oct. 29
A. Services to Users: The Variety of Public Services
VIDEO TAPE: "Storytelling"
READ: Pungitore, Chaps. 9, 10, 11
B. Popular Literature
C. Collection Development: small group activity
D. Marketing: Stimulation to Use
E. GUEST SPEAKER: Rhoda Goldberg, Assistant Director, Harris County Public Library TOPIC: public library roles and family literacy

11/Nov. 5
A. FIELD TRIP: San Marcos Public Library

12/Nov. 12
A. Public Library Buildings: History, the Planning Team, the Building Program, Site Selection
GUEST SPEAKER: Bill Hidell, President, Hidell Architects, Dallas, Texas
SLIDE SHOW: Public Library Architecture

13/Nov. 19

**ORAL HISTORY ORAL REPORTS
**ORAL HISTORY INTERVIEW PACKETS DUE

14/Nov. 26
THANKSGIVING: NO CLASS

15/Dec. 5
A. The Future of the Public Library: lecture; small group activity
READ: Pungitore, Chap. 14
B. Summary
C. Evaluation
**PUBLIC LIBRARY GLOSSARY DUE

F. ASSIGNMENTS AND RESPONSIBILITIES: SUMMARY

ASSIGNMENTS ARE DUE AT THE START OF CLASS ON THE DESIGNATED DAY

Sept. 24 Oral History Biographical file: submit for review 0%
Oct. 15 Public Library Issues Panel 25%
Oct. 22 Submit by this date: Draft of Oral History Questions 0%
Nov. 19 Oral History Interview Oral Report and Interview Packet 30%
Dec. 5 Public Library Glossary 30%
DEADLINE FOR SUBMITTING DRAFTS: Fri., Nov. 15, 5:00 p.m.
Each day Class Participation 15%

Grades: 90-100% = A 80- 89% = B 70- 79% = C

Grade points are not rounded up: for example, cumulative point scores of 89.5 receive a grade of B+. I neither grade on a curve nor use a 'quota system'; although it is a rough rule of thumb that in elective graduate courses in this department there will be one A awarded for every three B's.

Additional ungraded assignments might be required. This homework may be in the form of readings or worksheets to help you prepare for assignments.

G. COURSE POLICIES

1. Class attendance is expected. Failure to attend classes or late arrivals to class will result in reduced credit for class participation. You will receive a deduction of one point for each missed class. This penalty also applies to the first class on August 27. If you must miss a day when an oral presentation is due, you may receive participation credit by submitting a tape recording of your presentation that will be played that day.
2. We will have a fifteen minute break approximately half way through the class (around 7:45). Please return promptly after the break. Class will finish between 9:15 and 9:30 p.m.
3. Students are asked to participate in general class discussion throughout the semester. Grades for participation are based on the quality and consistency of student contributions.
4. Please designate and secure the cooperation of one of your classmates who will take notes for you and gather handouts in the event of your being late to class or absent.
5. Assignments are all due on or by the stated due dates. In fairness to those who complete work on time, a penalty of 10% will be assessed for each 24-hours an assignment is overdue. IF A STUDENT MISSES CLASS ON A DUE DATE, the overdue clock will begin at the beginning of the class period that the assignment is due.
6. Please observe my stated office hours for visits and phone calls. This especially applies to the half hour before class begins. If you leave a message on my answering machine, please leave your name, the time and date when you called, a brief note concerning your reason for calling, and repeat twice the number where I might reach you.
   Please do not call or stop by my office outside of office hours to check on the status of drafts or grades; I will deduct one-fourth point from your grade for each such inquiry.
7. Submit your completed coursework to me in class or to my mail box in EDB 564. Please do not submit completed work to me in my office; I will deduct one-fourth point for work delivered to my office. If you are submitting work late, write the time that you submitting your work on the cover sheet.
8. A grade of incomplete will NOT be given except in extremely exceptional circumstances of a non-academic nature.
9. Students may NOT submit extra credit work in order to raise their grades.
10. I will review one draft of the glossary. Drafts must be in typed/word processed form but they do not have to be complete. December 5 is the last date you may submit a draft; I will endeavor to return drafts as soon as possible. YOU ARE NOT REQUIRED TO SUBMIT A DRAFT. I will not review drafts of materials you submit for your public library issues panel or your oral history interview packet.

11. Be sure to cite sources in your assignments. Use quotations for direct quotes (five or more words used verbatim from a source or significant words or phrases). Credit sources when you paraphrase. ONE FOURTH POINT WILL BE DEDUCTED FOR EACH SENTENCE THAT IS DRAWN TOO CLOSELY FROM SOURCES WHEN SUCH SOURCES SHOULD BE CREDITED. THIS DEDUCTION IS MADE OFF THE TOP OF THE MAXIMUM CREDIT FOR AN ASSIGNMENT.
12. Unless there is a medical reason for doing so (e.g., diabetes), do not eat your meals during class time. You may lose participation credit if you have to be repeatedly reminded of this policy.
13. In class chatter will not be tolerated. More than one incident may result in reduced class credit for participation.
14. I adhere to the "Grading policy of the Graduate School of Library and Information Science." Students should review this policy statement at some point during the semester.
15. I adhere to the UT policy on academic dishonesty: "Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from The University. Since dishonesty harms the individual, fellow students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced."
16. "As is true of many ethical issues, much of what has been said here boils down to good manners, acceptance of one's obligations, and integrity." Helen Crawford, "In Search of an Ethic of Medical Librarianship," Bulletin of the Medical Library Association 66 (July 1978), 331.

The following course policies outline expected behavior in this class. These policies should help you to know what you can expect of me, yourself, and your classmates. While the prime purpose of this class is to provide you with an opportunity to meet the objectives as outlined in the syllabus, this course is also an opportunity to reinforce your reputation as a hard working student and someone whom your classmates can respect. Please contact me if situations arise where you feel that these policies are being abridged.

17. As your instructor, I will endeavor to:
    (a) return assignments promptly;
    (b) maintain office hours and inform you if I cannot be available during regular office hours;
    (c) meet with you at other times (within reason) if you are unavailable to meet during regularly scheduled office hours;
    (d) grade fairly;
    (e) tell you in advance what I expect of you;
    (f) encourage individual class participation while preventing any one student from monopolizing the discussion, from treating other students without respect or from otherwise making class discussion

(h) help maintain an atmosphere of learning in the classroom;
(i) serve as 'fairness monitor' or otherwise mediate in difficulties students might be having related to the class;
(j) come to class prepared and organized;
(k) maintain confidentiality concerning student grades and information you give me in confidence;
(l) apply class policies fairly and consistently.

18. It is understood that each student will do his or her work. You should expect credit for your efforts and have me as well as your classmates recognize these efforts.
19. ATTEMPT ALL ASSIGNMENTS ON YOUR OWN BEFORE CONFERRING WITH ME OR YOUR CLASSMATES. While students may desire to assist one another, this assistance will be given only if all parties involved have expended effort on the assignment and agree that such consultation is to mutual benefit. Such assistance cannot be demanded.
20. DO NOT BE A PEST. A student does not have a right to demand assistance or otherwise harrass classmates. You are permitted to tell a fellow classmate: "I prefer to work on this assignment alone." or "Let's wait until classtime to discuss this assignment." Sufficient classtime is scheduled for you to share publicly your efforts on an assignment.
21. DO NOT HARASS THE TA. Often he or she knows less about an assignment than you do.

G. ASSIGNMENT DESCRIPTIONS

1. PUBLIC LIBRARY GLOSSARY

Each student is asked to define 10 (ten) terms relevant to public librarianship. Each definition is worth 3% of your final grade. This assignment is due on the last day of class, December 5, 1992. You have the option to submit one draft of your glossary. The last date to submit a draft is Friday, November 15, 1992. Drafts need not be complete, that is, you need not define all terms in a draft but you may not submit sections of your glossary on different dates. Drafts do need to be in a word processed form. Terms to be defined were drawn from the literature and include subject terms such as titles of planning documents, output measures, and general finance terms. In addition, each student will prepare 2 or more biographical entries of individuals who have or are involved in public librarianship. If possible, prepare your glossary in WordPerfect 5.1. Students may choose to contribute high quality terms to ERIC as a group project. Sign up for your group of terms on the first night of class, August 27.

To obtain needed information:

1. Read your text books to place the term in context with the class.

2. Consult other readings on the reading list.

3. I will probably refer to each term at some point during the class.

4. Consult the two standard glossaries in library and information science:
   a. Young, Heartsill, ed. The ALA Glossary of Library and Information Science. Chicago: ALA, 1983. Z 1006 A48 1983 PCL REF; LISC REF
   b. Prytherch, Ray, comp. Harrod's Librarians' Glossary of Terms Used in Librarianship, Documentation and the Book Crafts and Reference Book. 7th ed. Brookfield, VT: Gower, 1990. Z 1006 H32 1990 PCL REF

5. Consult indexes to library literature for articles on your topic.

6. Consult other standard reference works in library and information science such as: Kent, Allen, exec. ed. Encyclopedia of Library and Information Science. New York: Marcel Dekker, 1968-.

7. Examine the definitions section of dissertations.

8. Examine general dictionaries and dictionaries in subject fields outside library and information science.

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9. For biographical entries, review the section in this manual on how to construct a biographical file.

Advice on writing your terms:

1. Make sure that you write your own terms. You may cite one or more sources and if you do, use quotation marks and provide a reference note to that effect at the end of that term.

2. Remember that one-fourth point will be deducted for each sentence that is drawn too closely from a source. This deduction is taken 'off the top' from the three points possible for each term.

3. Watch for spelling errors. Deductions may be made for misspellings.

4. Writing style also counts. This includes attention to punctuation, sentence clarity, sentence variety, word usage, and grammar. Poorly written terms will receive deductions of one-fourth point to one-half point.

5. Follow the following evaluation list in presenting information in your glossary.

6. For advice on style, check The Chicago Manual of Style or the 5th edition of Turabian.

THE UNIVERSITY OF TEXAS AT AUSTIN
Graduate School of Library and Information Science

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PUBLIC LIBRARY GLOSSARY ASSIGNMENT

TERMS TO DEFINE:

I. subject terms

A Planning Process (1980)
ADA
ad valorem tax
adaptive reuse
advisory library board
ALTA (American Library Trustee Association)
annual library visits per capita
annual number of community contacts

annual report
apprentices' library
ALSCLA, SLAS (Association of Specialized and Cooperative Library Agencies, State Library Agency Section)
autonomy
backdoor referendum
Baltimore County Public Library
Banned Books Week
bilingual programming

bond
book sale
book store influence
book talking
bookmobile
books-by-mail
Boston Athenaeum
Boston Public Library

branch library
browser
browsers' fill rate
budget
building consultant
building use by children
Carnegie rectangle
censorship

II. biographies

Baker, Sharon (S. L.)
Ballard, Tom

Bertram, James
Blasingame, Ralph

Bobinski, George
Bolt, Nancy

Bradshaw, Lilian
Bradwein, Larry

Chautauqua — Bray, Thomas
child care center contact rate — Carnegie, Andrew
children's fill rate
children's information transaction completion rate
children's information transactions per child
children's library visits per child
circulating library
circulation

circulation of children's materials per child — Childers, Tom
circulation per capita — Crismond, Linda
class visit rate
community activities center
community information center
comparable worth
consolidation
continuing education

contracting for service — Croneberger, Bob
cooperative acquisition — Curley, Arthur
COSLA (Chief Officers of State Library Agencies)
county library
current awareness services (SDI)
demonstration project
displays
DIY (do-it-yourself) materials

document delivery — Dana, John Cotton
drop-in homework assistance — De Gennaro, Richard
equalized assessed valuation
EIC (Education Information Centers)
ESL (English as a second language) language class
establishment
family literacy
Federal State Cooperative System

fee v. free debate — deProspo, E.
fines — Dowlin, Ken
fiscal year
flextime
formal education support center
Friends of the Library
FTE employees (full-time equivalent employees)
fund raising

15

furniture/equipment use by children	Drescher, Judith
GED (General Educational Development) classes	Dubberly, Ronald A.
genealogy	
generalism	
genre fiction	
goals	
governing library board	
Harris v. Dain debate (social control theory v. social conditions theory)	
head librarian (AKA library director)	Everett, Edward
homeless services	Goldhor, Herbert
homework fill rate	
in-library materials use per capita	
in-library use of children's materials per child	
independent learning center	
information and referral	
intergenerational programming	
interlibrary loan	Griffin, Agnes
Kreimer v. Morristown	Koslowski, Ron
Kurzweil Reading Machine	
laggards v. leaders	
large print	
larger units of service	
latchkey children	
length of loan	
"Let's Talk About It"	Lummis, Charles F.
library assistant	Lynch, Mary Jo
library board	
library building program	
library district	
library extension	
library network	
library page	
library system	McClure, Charles
local history	Manley, Will
local support (or effort)	
long range plan	
LSA	
LSCA	
lyceum	
marketing	

memorials
mercantile library
mill
Minimum Standards for Public Library Systems (1966)
mission
multitype system
municipal library
national library card campaign

national standard
nonresident borrower
objectives
on demand purchasing
Output Measures for Public Libraries (1982)
Output Measures for Public Libraries, 2nd ed. (1987)
Output Measures for Public Library Service to Children (1992)
outreach

paperback exchange
per capita support
Peterboro, New Hampshire Public Library
Philadelphia Library Company
photo novellas
picture book fill rate
Planning and Role Setting for Public Libraries (1987)
popular materials library

population served
portable building
"Post-War Standards for Public Libraries" (1943)
preschooler's door to learning
prescriptive v. descriptive standards
problem patron
problem patron policy
program attendance per capita

programming
progressive tax
property tax
proprietary library
Public Libraries
Public Libraries in the United States of America. Special Report.
(AKA: 1876 Report)
Public Library Association (PLA)
Public Library Data Service

Martin, Lowell
Mason, Marilyn

Monroe, Margaret E.
O'Brien, Patrick

Pungitore, Verna L.
Robbins, Jane

Robinson, Charles
Rodger, Eleanor Jo

Rohlf, Bob
Rolstad, Gary

Public Library Development Program — Roy, Loriene
Public Library Fund — Rubin, Richard (Rick)
Public Library Mission Statement and Its Imperatives for Service (1979)
Public Library Inquiry
Public Library Service: A Guide to Evaluation, with Minimum Standards (1956)
public library stores
public service hours
public services

reader's advisory — Sager, Don
reference completion rate — Seavey, Charles
reference library
reference transactions per capita
referendum
registrations as percentage of population
regressive tax
rental collection

reorganization — Shelkrot, Elliott
research center — Sheldon, Brooke
Richardson Romanesque
rural library
Rust v. Sullivan (U.S. government "gag rule")
school district library
self-perpetuating library board
signage

social library — Tichnor, George
special taxes — Van Fleet, Connie
Standards for Library Functions at the State Level
"Standards for Public Libraries" (1943)
state library agency
storefront library
story telling
subject/author fill rate

subscription library
summer reading program
Talking Books Service (TBS) of the National Library for the Blind and Physically Handicapped at the Library of Congress
tax base
tax levy
tax rate
TDD (Telecommunications Device for the Deaf)
title fill rate

travelling library — Van House, Nancy
trustees — Vattemare, Alexandre
turnover rate
turnover rate of children's materials
uncataloged paperbacks
unserved
user
user survey

vertical file — Wallace, Danny
volunteers — Weech, Terry
weeding — Zweizig, Douglas
WHCLIS I (White House Conference on Library and Information Services I)
WHCLIS II (White House Conference on Library and Information Services II)
workplace literacy
YMCA libraries

THE UNIVERSITY OF TEXAS AT AUSTIN
Graduate School of Library and Information Science
LIS 388K.3 - Public Libraries - Fall 1992 - Roy
PUBLIC LIBRARY GLOSSARY - EVALUATION SHEET

I. CONTENT	HIGH 5 4	MIDDLE 3 2	LOW 1 0	TOTAL
1. Is each term in bold print on a single line before its definition?	____	____	____	
2. Is each term defined in 100 words or more?	____	____	____	
3. Is each definition printed on separate pages?	____	____	____	
4. Is each definition double spaced?	____	____	____	
5. Does the definition focus on major points related to the term?	____	____	____	
6. Does the term clearly describe the subject and scope of the term? . .	____	____	____	
7. Does the student indicate how the term is related to public librarianship?	____	____	____	
8. Does the student show insight into the topic?	____	____	____	
9. Is the definition factually correct?	____	____	____	
10. Does the student provide appropriate abbreviations, acronyms, and synonyms for a term?	____	____	____	
11. If the term has an abbreviation, acronym, or synonym, does the student list the term by its full name or preferred name with a cross reference from the abbreviation, acronym or synonym ?	____	____	____	
12. Do cross references to acronyms or abbreviations for terms appear in the following format: **Education Information Centers**. See EIC.	____	____	____	
13. If appropriate, does the student provide an historical context for a term?	____	____	____	
14. If needed, does the student cite important individuals associated with a term?	____	____	____	
15. Does the student indicate whether or not a term has different meanings?	____	____	____	
16. If there are different meanings, does the student number each one?	____	____	____	
17. Are related terms in the form of a "see also" reference at the end of the definition, after the see references?	____	____	____	

NOTE: Only provide see also references to other terms on the class sign up list. You need not provide see also references to the content of terms other students are defining.

CONTENT	HIGH 5 4	MIDDLE 3 2	LOW 1 0	TOTAL
18. Does the student provide at least one Further Reading at the end of each entry?	____	____	____	
19. Does the bibliographic style of Further Reading entry follow the recommended style manual (Chicago Manual of Style or the 5th edition of Turabian)?	____	____	____	
20. OPTIONAL: Does the student provide an example of usage of the term? . .	____	____	____	
21. Does the student add his or her initials at the end of each term?	____	____	____	____

II. FOR BIOGRAPHICAL ENTRIES
Does the student provide the following information for each biographee (the capitalized terms should be used as section headings):

1. BORN. DIED. Here note birth and, if relevant, death dates as well as place of birth or death	____	____	____	
2. HIGHEST DEGREE. The student need not provide all details of the biographee's education, only the highest degree received. List all Ph.D. degrees	____	____	____	
3. POSITIONS. List important positions in library and information science	____	____	____	
4. HONORS. List only important honors given in library and information science . . .	____	____	____	
5. PROFESSIONAL INVOLVEMENT. List only high offices held rather than work on individual committees	____	____	____	
6. BIOGRAPHY. Does the student focus on the biographee's involvement in public librarianship?	____	____	____	
7. Does the student note the biographee's influence on public librarianship?	____	____	____	
8. Does the student refer to the biographee by his or her last name?	____	____	____	
9. WRITINGS BY. Does the student provide a list of at least the biographee's seminal writings?	____	____	____	

PUBLIC LIBRARY GLOSSARY - EVALUATION SHEET- page 3

FOR BIOGRAPHICAL ENTRIES	HIGH 5 4	MIDDLE 3 2	LOW 1 0	TOTAL
10. WRITINGS ABOUT. Does the student provide a list of writings about a biographee?	____	____	____	
III. MECHANICS/STYLE				
1. Does the student avoid right justification?	____	____	____	
2. Is the writing clear?	____	____	____	
3. Does the student cut down on excess verbiage?	____	____	____	
4. Does the student use variety in word selection?	____	____	____	
5. Does the student follow logical word usage? (avoid overused words like basically and etc.)	____	____	____	
6. Is the grammar sound?	____	____	____	
7. Is the punctuation appropriate? . .	____	____	____	
8. Does the student use complete sentences?	____	____	____	
9. Does one idea logically follow another?	____	____	____	
10. Is the presentation of the definitions consistent?	____	____	____	
11. Are contractions spelled out? . . .	____	____	____	
12. Does the student avoid weak connectives, like however?	____	____	____	
13. Are transitions used?	____	____	____	
14. Does the student spell out any numbers that start sentences? . . .	____	____	____	
15. Originality	____	____	____	
16. Are there spelling errors?	____	____	____	
17. Does the student avoid passive voice?	____	____	____	
BIBLIOGRAPHY				
1. Does the student provide a list of sources consulted on a separate page at the end of the glossary?	____	____	____	
2. Does the bibliographic style of this entry follow the recommended style manual (Chicago Manual of Style or the 5th edition of Turabian)? . . .	____	____	____	

NOTE: One fourth point will be deducted OFF THE TOP from each sentence that is drawn too closely from a source.
ANY DEDUCTIONS:

2. PUBLIC LIBRARY ISSUES PANEL

Develop as a team of 4-5 students a continuing education program for librarians on one of the following issues of current interest:

A. ADA
B. Censorship, including Rust v. Sullivan
C. Collection Development: Well-Rounded Collection v. On-Demand Purchasing
D. Homelessness, including Kreimer v. Morristown
E. Unattended Children

Extra issues:
F. Branch Library Development v. Strengthening the Main Library
G. Programming for Adults v. Other Adult Services
H. Fee v. Free

Each team will present a thirty minute program to the class and invited guests. Programs are scheduled for October 15. Topics you should address include:

A. Historical background
B. An overview of materials available on the topic
C. An overview of a supporting or pro stance on this issue.
D. An overview of a contrary stance on this topic.

While this is a group project, yo may find that preparation can be done largely on an individual basis. We will try to arrange for some class time to be set aside for groups to meet. Each student will be evaluated on the following criteria:

1. Each student should present a detailed syllabus for her or his portion of the program.

The syllabus is an outline of no more than 10 double-spaced pages that is in essence your presentation notes and any information you are not able to impart in your allotted time.
A bibliography of consulted sources must be attached to your syllabus. The bibliography must follow the recommended style manuals (Chicago Manual of Style or the 5th ed. of Turabian.

2. Also submit any other support material you have prepared. This may include handouts or bibliographies.

3. Your oral presentation will also be evaluated.
a. Please stick to the stated time limits. Each student should be responsible for no more than 10 minutes of the presentation. Deductions will be made if presentations run over the time limit.
b. Please speak clearly and loudly enough for all to hear.
c. Creative presentations may earn more credit.
d. Be prepared to handle questions from your audience. Questions must also be answered within the 30 minute time limit.

3. ORAL HISTORY INTERVIEW ORAL REPORT AND INTERVIEW PACKET

A. The objective of this assignment is to gather information about an individual who has had an impact on library development in Texas. In short, you are asked to select a librarian and interview her or him or, if your subject is deceased, someone who knew him or her. To prepared for this assignment, you must view or read the following:

A. "An Oral Historian's Work" (videotape)

B. Stewart W. Dyess, "A Backward Glance at the Texas Library Association: An Interview with Ray C. Janeway," Texas Library Journal 62 (1) (Spring 1986): pp. 108-112.

C. Oral History for Texans.

D. Hannah J. Kunkle and Frank L. Turner, "Texas Library Association," Encyclopedia of Library and Information Science. Volume 30, pp. 341-352. New York: Marchel Dekker, 1980. LISC REF Z1006 E57.

E. Loriene Roy, "The Oral History Project of TLA," Texas Library Journal 68 (2) (Summer 1992): pp. 59-62.

F. Read the oral history section of your course manual.

B. As you complete this background reading, select your oral history interviewee. Possible candidates in the Austin area include:

1. Paul Banks
2. Mel Boggins
3. Micky Boyvey
4. Eugenia Brumm
5. Don Davis, Jr.

6. Lisa de Gruyter
7. Phil Doty
8. Rhoda Goldberg
9. William Gooch
10. Julie Hallmark

11. Glynn Harmon
12. Carolyn Harris
13. Billie Grace Herring
14. Lee Hisle
15. Barbara Immroth

16. E. B. Jackson
17. Bernie Lukenbill
18. Fran Miksa
19. Mary Pound on TLA
20. Loriene Roy

21. Brooke Sheldon
22. Pat Smith
23. C. Glenn Sparks
24. Julie Todaro

25. Laura Gutierrez-Witt
26. Ron Wyllys

You may choose to interview someone on Sam Whitten. This would include:
1. Don Davis, Jr.
2. Julie Hallmark (part two)
3. Barbara Immroth
4. Bernie Lukenbill
5. Julie Todaro
6. Pat Smith
7. Ron Wyllys

C. After you have selected your interviewee, you will compile biographical information on him or her, following the steps indicated in "How to Construct a Biographical File" in your course manual. Make sure to keep notes to revise this document. You will turn in this revision with your completed packet. If you are having difficulty finding biographical information, you might want to contact him or her to ask for a resume. You might also consider talking to someone who knows your biographee. Submit your oral history biographical file for review on September 24.

D. The next step is to develop interview questions. I will review these with you. See also the oral history section of this manual for sample questions.

E. Contact your interviewee well before the interview and arrange for a preinterview session. See sample introductory letters in the oral history section of the manual.

F. You will interview your candidate and record the interview using a tape recorder.

G. You will submit the following information by November 19. Check the Oral History Interview Packet evaluation sheet for more direction.

1. A cover sheet
2. A one page scope and content sheet.
3. A memo to the record: 250-500 words describing briefly the setting of the interview, its purpose, and introducing yourself as the interviewer.
4. A 250-500 word methodology section describing the work you did. Here you would indicate your search for biographical information and a chronology of how you accomplished your interview.
5. A 250-500 word section evaluating your interview and project.
6. An unannotated bibliography of sources used.
7. An appendix with copies of biographical materials (e.g., photocopies of articles citing your interview or articles he or she wrote.)
8. An appendix with a copy of the interview questions.

9. An appendix with the letters of introduction you sent to the interviewee.
10. Other documents if relevant.

H. Be prepared to give a 10 minute oral presentation on your project in class on Thursday, November 19.

THE UNIVERSITY OF TEXAS AT AUSTIN
Graduate School of Library and Information Science

LIS 388K.3 - Public Libraries
ORAL HISTORY INTERVIEW PACKET EVALUATION FORM

	HIGH 5 4	MIDDLE 3 2	LOW 1 0	TOTAL
PART I: COVER SHEET, SCOPE AND CONTENT SHEET				
A. Is a cover sheet included?	_____	_____	_____	
B. Is the interviewee identified? . . .	_____	_____	_____	
C. Is the date, location, and duration of the interview given?	_____	_____	_____	
D. Is a brief summary of the topics covered in the interview given? . .	_____	_____	_____	
E. Is this section 1 page? (double spaced; 250 words)	_____	_____	_____	_____
PART II: MEMO TO THE RECORD				
A. Is the rationale for the interview given?	_____	_____	_____	
B. Is the interviewer's motivation for conducting the interview explained?	_____	_____	_____	
C. Is the setting for the interview described, including any explanations the listener might need?	_____	_____	_____	
D. Is this section 1-2 pages long? . .	_____	_____	_____	_____
PART III: METHODOLOGY				
A. Does the interviewer describe how he/she prepared for the mechanics of conducting the interview?	_____	_____	_____	
B. Does the interviewer describe how he/she gathered biographical material on the interviewee?	_____	_____	_____	
C. Does the interviewer include a revision of "How to Construct a Biographical File"?	_____	_____	_____	
D. Does he/she describe how he/she set up the interview?	_____	_____	_____	
E. Does he/she describe how the interview questions were developed?	_____	_____	_____	
F. Is this section 1-2 pages?	_____	_____	_____	_____
PART IV: EVALUATION SECTION				
A. Does the interviewer critique the interview?	_____	_____	_____	
B. Are suggestions for improvement indicated?	_____	_____	_____	
C. Is this section 1-2 pages?	_____	_____	_____	_____

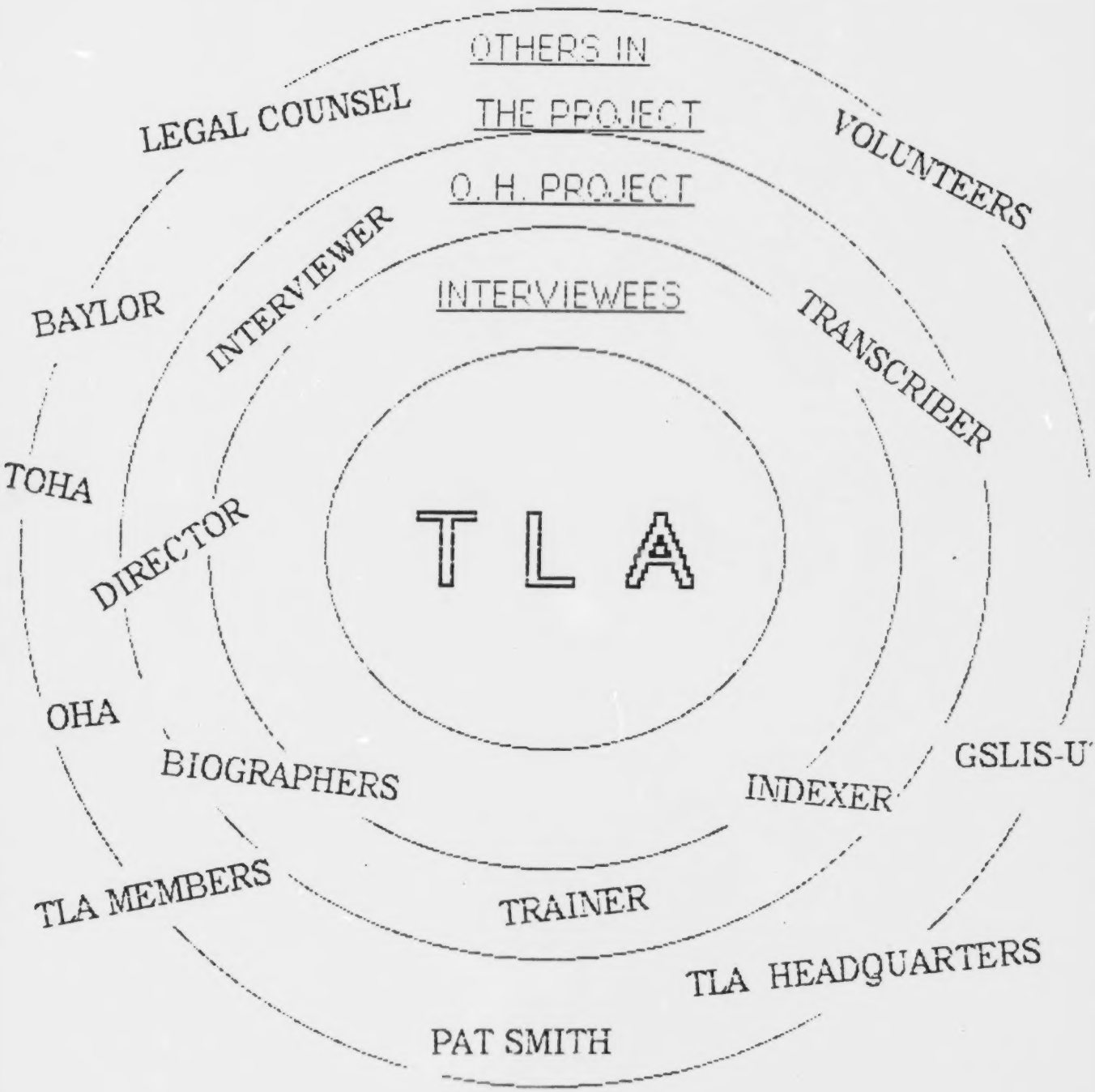
	HIGH 5 4	MIDDLE 3 2	LOW 1 0	TOTAL
PART V: UNANNOTATED BIBLIOGRAPHY				
A. Has complete bibliographical info. been given?	_____	_____	_____	
B. Has good bibliographical form been used consistently?	_____	_____	_____	
C. Does the student follow an acceptable style manual?	_____	_____	_____	_____
PART VI: ROUGH INDEX				
A. Is a tape or time count given? . . .	_____	_____	_____	
B. Are rough subject areas described?	_____	_____	_____	
C. Is the tape side break given? . . .	_____	_____	_____	_____
PART VII: TECHNICAL QUALITY				
A. Is the tape free of background noise?	_____	_____	_____	
B. Does the interviewer introduce the interview?	_____	_____	_____	
C. Does the interviewer announce side and tape breaks?	_____	_____	_____	
D. Does the interviewer avoid ums and ahs?	_____	_____	_____	
E. Does the interviewer use open-ended questions?	_____	_____	_____	
F. Does the interviewer use appropriate probes?	_____	_____	_____	
G. Does the interviewer keep the interview on track?	_____	_____	_____	
H. Does the interviewer stay in the background of the interview? . .	_____	_____	_____	
I. Does the interviewer summarize when needed?	_____	_____	_____	
J. Does the interviewer avoid talking over the interviewee?	_____	_____	_____	
K. Is a cordial atmosphere maintained?	_____	_____	_____	
L. Are the voices clearly audible? . .	_____	_____	_____	
M. Does the interviewer use an appropriate closure to the interview?	_____	_____	_____	
PART VIII: APPENDICES				
A. Are copies of biographical materials included?	_____	_____	_____	
B. Is a copy of the interview questions included?	_____	_____	_____	
C. Is a copy and backup copy of the interview tape included?	_____	_____	_____	
D. Are copies of the letters of introduction included?	_____	_____	_____	

	HIGH 5 4	MIDDLE 3 2	LOW 1 0	TOTAL
E. Are other necessary documents included?				
PART IX: GENERAL WRITING STYLE				
A. Does one idea logically follow another?				
B. Are transitions used?				
C. Are the sections of the packet well proportioned in terms of length?				
D. Are important points emphasized?				
E. Originality				
F. Effort				
G. Does the introduction make you want to read on?				
H. Does the conclusion summarize without being too repetitious?				
I. Punctuation				
J. Sentence clarity				
K. Sentence variety				
L. Word usage				
M. Grammar				
N. Spelling				

4. CLASS PARTICIPATION

Each student's contribution to class discussion and group work is important to provide a positive learning experience for everyone. Class participation accounts for 15% of your grade. A good rule of thumb is to make three useful contributions to class discussion each week. Please speak clearly and loudly enough for all to hear. Students may accrue class participation credit through:

(a) oral history oral report 5%
(b) general class discussion and small group work 10%


OTHERS IN
THE PROJECT
O. H. PROJECT
INTERVIEWEES
T L A
LEGAL COUNSEL
VOLUNTEERS
BAYLOR
INTERVIEWER
TRANSCRIBER
TOHA
DIRECTOR
OHA
BIOGRAPHERS
INDEXER
GSLIS-U
TLA MEMBERS
TRAINER
TLA HEADQUARTERS
PAT SMITH

John Spies
September 13, 1989

An Overview of the videotape:
An Oral Historian's Work
with: Edward D. (Sandy) Ives, Univ. of Maine

Professor Ives acquaints the audience with the skills and techniques necessary to achieve a successful oral history project. He demonstrates and points out these techniques as he prepares for interviews regarding an ongoing project involving Maine woodsmen and riverdrivers. Ives then takes us into the homes of the informants (interviewees), where we see a demonstration of his interviewing skills. During the course of the interviews, tips are offered to the audience in handling situations that may arise (departing from prepared questions, clarifying statements that need visualization, etc.).

As Professor Ives guides us through each phase of the project, he emphasizes points that will help make any oral history project easier. The phases he addresses are:

1. Equipment: Best types and how to use them.
2. Informants: Selection and introduction to project.
3. Research: Where to search and what materials to use.
4. Interview: Tips on what to do before, during, and after.
5. Transcription: Techniques and follow up.

An Oral Historian's Work outlines concisely how to conduct an oral history project. Although a particular project is described, the skills and techniques demonstrated may be applied to any type of oral history project. This is not a videotape listing detailed information attempting to be comprehensive. Instead, it provides the foundation, and possibly, the impetus needed to begin one's venture into the realm of oral history. Ives offers two revealing statements concerning oral history in general. He says, "oral history is more than tape recording a conversation" and "oral history is hard work and time consuming." An Oral Historian's Work emphatically supports these thoughts.

TEXAS LIBRARY ASSOCIATION
ARCHIVES AND ORAL HISTORY COMMITTEE (AOHC)

How to Construct a Biographical File
(Draft, March 1990)

A biographical file refers to the information you gather about a person before conducting the oral history interview. Constructing a biographical file will alert you, the interviewer, to important dates, people, and events in the interviewee's life. Once you have this information, you can design interview questions to arrive at meaningful information.

The following is a list of steps you may follow in searching for biographical information. Try to assemble the information into a chronology--a list of major events occuring in the person's life, arranged by the date they occurred. Complete a biographical sketch data sheet. Keep photocopies of the material you find; other committee members might find this information useful in compiling their sketches.

Some of the materials you need to search are held in the General Libraries at the University of Texas at Austin (UT). Unless otherwise noted, these materials should be in the Perry Castenada Library (PCL). Call numbers are added for items held at UT. Some materials are located at the Texas State Archives. Some documents, including the status sheets, are kept by the OHAC in the Committee working files. These files are housed in the Graduate School of Library and Information Science, The University of Texas at Austin, EDB 564, Austin, Texas 78712-1276.

1. For a summary of the history of TLA, read the article by Hannah J. Kunkle and Frank L. Turner, "Texas Library Association," Encyclopedia of Library and Information Science. Vol 30, pp. 341- 352. New York: Marchel Dekker, 1980. PCL Z1006 E57 (6th floor)

2. Contact the OHAC Chair to see if a biographical file has been started on your interviewee.

3. Check the interviewee's status sheet that is kept on file in the AOHC papers. These forms contain notes including whether or not there is a biographical file on the interviewee at the Barker Texas History Center.

4. Check printed biographical sources to develop a timeframe during which the interviewee was active. These sources include the following sources:

   a) Ash, Lee, ed. Biographical Directory of Librarians in the United States and Canada. 5th ed. Chicago: ALA, 1970. PCL Z 720 A4 W47 1970 (6th floor)
   b) Cummings, Cynthia S., comp. Biographical Bibliographical Directory of Women Librarians. Madison: University of

Wisconsin-Madison Library School Women's Group, 1976. PCL Z 720 A4 B52 (6th floor)

c) Lee, Joel M., ed. Who's Who in Library and Information Service. Chicago: ALA, 1982. PCL Z 720 A4 W45 (6th floor)

d) Directory of Library and Information Professionals. Woodbridge, CT: Research Publications, 1988. 2 vols. PCL Z 720 A4 D57 1988 (6th floor)

e) past issues of the TLA Directory.

f) ALA Handbook of Organization and Membership Directory (look in both the list of personal members and the index of names). Chicago: ALA. PCL Z 673 A5 H37 (6th floor; Stacks)

g) If the interviewee is deceased and you are interested in interviewing people who knew him or her, check the Handbook of Texas.

h) Who's Who of American Women with World Notables. 6th ed. Chicago: Marquis Co., 1970-1971.

i) Who's Who of American Women. 15th ed. Wilmette, IL: Marquis Co., 1987-1988. PCL CT 3260 W5 (3rd floor)

j) Kay, Ernest, ed. The World Who's Who of Women. Cambridge, England: Melrose Press Limited, 1973. PCL CT 3235 W6 (3rd floor)

k) Who's Who in Texas Today. (copy held in the Humanities Research Center). HRC CT 262 W368

5. Call Ann Ramos, Library Science Librarian, at the Texas State Library to see if there is anything available on your interviewee in the Texas State Library Library Science Collection vertical file. (512) 463-5494 or 1-800-252-9386

6. Once you have identified the approximate dates the interviewee was involved in TLA, next turn to periodical indexes to determine if there been an article written about him or her.

a) Look in the annual indexes to earlier volumes of Library Journal (up to early 1970's). Search under the interviewee's name to find articles by or about them. PCL Z 671 L7 (6th floor)

b) Texas Libraries is indexed in Library Literature. See step 7, below, which lists the separate indexes that exist for Texas Libraries.

c) Check A. E. Skinner's Texas Library History: A Bibliography. Phoenix, AZ: Oryx Press, 1983. PCL Z 732 T25 S57 (6th floor; Stacks)

d) Check Donald G. Davis Jr. and Mark Tucker, American Library History: A Comprehensive Guide to the Literature, Santa Barbara, CA: ABC-CLIO, 1989. Also check the earlier edition by Davis and Harris.

7. Gather information about TLA activities for the years the interviewee was active in the association.

a) Check the Texas Report in the ALA Yearbook (1975-). Also check for the interviewee's name in the index. The OHAC Chair keeps a complete file of these articles. PCL Z 721 A5255 (6th floor)

b) Scan issues of Texas Library Journal (formerly, News Notes)

for the years the interviewee was active.

c) There are separate indexes for Texas Library Journal for the following years:
   (1) 1924;
   (2) 1924-1975;
   (3) 1944;
   (4) 1945-1949
   (5) Check the annual index for 1976 to the present. Be sure to check both the front and back of the volumes.

d) Check for reports of TLA activities in Library Journal. The OHAC Chair has a file of these articles.

8. Check programs of the Texas Library Association Annual Conference during the years the interviewee was active. The OHAC chair has copies from 1988 and selected programs from earlier conferences. Programs from earlier years are kept at the TLA Office. The Barker Texas History Center has a complete set of programs of all the TLA meetings and there are some housed in the vertical file at the Texas State Library Library Science Collection.

a) Past TLA presidents and their terms of office are listed in the conference program in chronological order. Conference cities are identified. NOTE: Similar information is printed on the first page of the Texas Library Association Directory.

9. Check the list, "Theses and Reports Accepted by the University of Texas Graduate School of Library Science, 1950 to 1968." The the interviewee wrote one of the theses, look for a copy in the UT General Libraries. The theses may include a biographical sketch of the author. The interviewee may be the subject of the theses or may be mentioned in others. This list along with one for TWU students is kept in the AOHC papers.

10. Check the TLA Archives list in the AOHC files to determine whether there is information at the Texas State Library. Files exist for selected TLA officers, including presidents, treasurers, and secretaries, and executive secretaries.

11. Try to locate a copy of the interviewee's resume.

a) If the interviewee recently won an award, the awarding body may have a copy of their resume.

b) If the interviewee is a faculty member in a graduate school of library and information science, a copy of their resume will be in the library's self study report for the Committee on Accreditation of the American Library Association.

c) If the biographee has recently run for office in TLA or ALA, they may have submitted biographical information that is printed on the official ballot. The Committee chair has ballots for ALA nominees from 1987 to the present. For previous years, contact another ALA member, the library science librarian at the University of Texas at Austin, or the ALA Archives at the University of Illinois at Urbana-Champaign. We will need to track down the ballots for TLA as none are kept in the TLA Archives.

d) Vitas for TLA President and President elect appear in Texas Library Journal in the reports of the Nominating Committee. This may be noted on the interviewee's status sheet.

12. Call Pat Smith, TLA Executive Director, at the TLA Office. (512/328-1518) She may be able to provide you with additional biographical information. Note that the TLA Office holds archival material for the present year and the immediate past year. Older files are housed in the Texas State Archives.

13. Check with the interviewee's employer or past employer to determine whether or not a biography was prepared of him or her.

14. Contact the local historical society and/or county historical commission for the locale where the biographee lived.

15. You might need to search for newspaper articles. Find out if the local paper in the interviewee's home town is indexed. (Call the local library or the local historical society.)

16. Check the indexes to other oral history interviews to see if the biographee is mentioned. These will be held in the OHAC files.

17. Has the interviewee deposited his or her papers in a depository (at his or her place of work or a university archives)? You might need to contact the institution where the biographee worked.

18. Keep notes of your biographical search so that the search process can be revised. Note down additional resources: books, library collections, and people.

November 23, 1989

Ida M. Courtney
1411 East 34th
Austin, Texas 78722

Dear Ms. Courtney:

The Archives and Oral History Committee of the Texas Library Association extends to you an invitation to take part in the TLA Oral History Project. Because of your involvement with TLA during its rich history and your status as a respected member of the library community, we feel it is important to record your thoughts concerning TLA and your own professional career.

I am very pleased that Dorothea Castanon, a student in my Public Libraries class, is interested in conducting an interview of you for the Committee. Dorothea received her bachelor's degree in journalism from the University of Texas in 1981 and has specialized, while in library school, in the area of children's services. She is an excellent example of the type of student we hope to attract: energetic, sincere, and motivated. I feel fortunate to have Dorothea elect to help with this project.

I hope that you will be able to participate in the oral history project. If you have any questions, please do not hesitate to call me. I can be reached at the Graduate School of Library and Information Science.

Sincerely,

Loriene Roy, Ph. D.
Assistant Professor

November 21, 1989

Ida M. Courtney
1411 East 34th
Austin, Texas 78722

Dear Ms. Courtney:

I am a student in the Graduate School of Library and Information Science and currently enrolled in Dr. Loriene Roy's Public Libraries Class. As part of the work in the this class I am required to complete an oral history interview for the Archives and Oral History Committee of the Texas Library Association (TLA). I hope that you will be willing to let me interview you on your experiences in libraries in Texas and your involvement in TLA.

One of the missions of the Archives and Oral History Committee is to interview people who have been leaders in the development of libraries in the state and/or in TLA. These interviews will be recorded on audio cassette tapes and eventually housed in the TLA archives.

I am enclosing several documents for your information. You will find a copy of my resume; one reason why I have volunteered to interview you is that I am planning to pursue a career in children's services in Texas public libraries after I graduate in December 1989. Also enclosed are the questions I would like to ask you. Dr. Roy has written a letter introducing me and I am including that. Finally, I am sending a copy of the document that the TLA Archives and Oral History Committee has prepared that answers questions people might have about their project.

I will be telephoning you in a few days to schedule a time when we can meet. If you have any questions, you may call Dr. Roy at (512) 471-3892.

Sincerely,

Dorothea Castanon
Graduate Student

TLA Conference Themes

1902 - 1948 ... No stated theme
1949 ..... A Challenge to Every Texan - More Libraries and More Librarians
1950 ..... Note: there was no stated theme for the meeting which was held in the "completely air-conditioned and newly redecorated Rice Hotel." Single room with bath $4.00 to $6.00, suites $10.00.
1951 ..... Texas Librarians Plan for the Future
1952 ..... Service for Children & Young People in the State
1953 ..... The Role of the Library in the Community
1954 ..... As Others See Us
1955 ..... Books from Writer to Reader
1956 ..... Personnel for Texas Libraries
1957 ..... Expanding Library Service in Texas
1958 ..... Library Development in Texas
1959 ..... Libraries & Reading in an Age of Automation
1960 ..... Timelessness: The Fourth Dimension in Books
1961 ..... Note: Joint meeting with New Mexico
1962 ..... Widening Horizons
1963 ..... Texas Libraries 1980 - The Challenge of the Future
1964 ..... Today's Opportunity: Dynamic Library Interrelations
1965 ..... Texas Libraries, the Reach for Excellence
1966 ..... 3Rs - Reference, Research, Regionalism
1967 ..... Communications: Is Anybody Listening?
1968 ..... Libraries in an Imploding Hemisphere
1969 ..... Preparation, Professionalism, and Performance
1970 ..... People, Politics, and Progress
1971 ..... New Directions for Texas Libraries
1972 ..... Pilots are We
1973 ..... Widening Circles - Libraries in the 70s
1974 ..... Working Together
1975 ..... Measuring Library Effectiveness
1976 ..... Focus on the Future
1977 ..... In Search of Learning (Joint meeting with New Mexico)
1978 ..... Enjoying ... Exploring This Business of Libraries
1979 ..... Dynamic and Diverse: The Library User
1980 ..... Promote Yourself
1981 ..... TLA - The Future is Now
1982 ..... Standing on Our Track Record
1983 ..... The Library World Expanding - Expanding the Library World
1984 ..... 1984 and Beyond
1985 ..... Cooperation: Connections That Work
1986 ..... Brave Past, Bright Future: Texas 150
1987 ..... Libraries Bridge the Gap
1988 ..... Libraries: Wave of the Future
1989 ..... Libraries: Up, Up, and Away
1990 ..... Libraries: The Heart of the Matter

INTERVIEW QUESTIONS FROM DON DRUMMOND'S INTERVIEW WITH JERRE HETHERINGTON (March 22, 1985)

(What follows are the verbatim comments by Drummond on the written transcription of the interview.)

1. DRUMMOND: "Interview of Jerre Hetherington taking place on March 22, 1985 in Missouri City, Texas. I am Don Drummond. This is a continuation of the TLA Oral History project which was originally begun in 1976 as a part of the bicentennial celebration." [Jerre then introduced herself and indicated that she was born in Dennison, Texas.]

2. DRUMMOND: "Jerre, could you start off by telling me a little bit about your early life in Dennison, and your family?" [Jerre then talked about her early life.]

3. DRUMMOND: "Well, Jerre, tell me a little bit more about your early school years." [Jerre talked about her education, included being accepted at Peabody College.]

4. DRUMMOND: "Where was Peabody?"

5. DRUMMOND: "Jerre, I would like to go back if you don't mind, and ask you a little bit more about your family, and your early life in Dennison. Tell me something about your parents, and your brothers and sisters, and etc."

6. DRUMMOND: "What is your brother's name?"

7. DRUMMOND: "Now what was your father's name?"

8. DRUMMOND: "Now what was your mother's maiden name?"

9. DRUMMOND: "And was your father born in this country?" "Sicily, you said that. I'm sorry."

10. DRUMMOND: "Were there any teachers in your early years in school who particularly influenced you?"

11. DRUMMOND: "What brought about the move to Kansas City?"

12. DRUMMOND: "Well, getting back to your college days, you mentioned a sorority, what was the sorority?"

13. DRUMMOND: "That's interesting. Now, one other sort of important question: I don't think you told me the date you got married."

14. DRUMMOND: "And what sort of work did your husband do when you were first married?"

15. DRUMMOND: "And that was a marine supply?"

16. DRUMMOND: "Jerre, I wanted to ask you also if there were some other particularly memorable people))from your early years."
"... immediately before you became employed by TLA?"

17. DRUMMOND: "What church was that?"

18. DRUMMOND: "What were your responsibilities [as TLA Administrative Secretary] at the beginning? What did they tell you they wanted you to do?

19. DRUMMOND: "Let me ask you a question about the early conferences, and I know in later years you were very deeply involved in the conference running and planning. What was your early association with that?"

20. DRUMMOND: "Speaking of growth, what was the membership when you first went to work for them [TLA]?"
END OF TAPE 1.

21. HETHERINGTON: "Mr. Drummond, you have just suggested that we might touch on the various significant events in TLA's history along with the people responsible."

22. HETHERINGTON: "This may might be a good time for me to go back and talk to you a little bit about the different addresses that TLA has had."

23. DRUMMOND: "Jerre, I want to ask you if you would reflect a little bit on some of the early leaders of TLA that you came into contact with."
END OF TAPE 2.

24. HETHERINGTON: "I've been sort of looking at my list of presidents, and that's been pretty obvious from what I have said thus far. I want to talk just a minute ot two about two or three more recent presidents ... "

25. HETHERINGTON: "Did you want to ask me something about our [TLA's] relationship to other associations?"

DRUMMOND: "Yes, SWLA particularly, but any others ..."

26. HETHERINGTON: "Mr. Drummond, is there anything on your list that we haven't at least touched on at this point, do you think?"

DRUMMOND: "Well, I'd like to talk to you about the unfinished business a little more, but I think we'd better end this tape."
END OF TAPE 3.

Interview Questions for:
Evelyn Benton (Oct. 23, 1989)

1. Tell me about your early childhood.

2. What was it like living in rural Louisiana?
(school, social activities, etc.)

3. Tell me about your parents.
(brothers and/or sisters)

4. How old were you when you moved to Oklahoma? What were the circumstances?

5. Tell me about college life in Oklahoma.
(music major)

6. How did you become interested in libraries?

7. What prompted you to attend library school at the University of Texas?

8. When did you move to Texas? Why?
   (Baytown)

9. Tell me about your library jobs in Texas.
   Baytown?
   Deer Park (oil boom)?

10. When did you become active in TLA?

11. What are some of the projects you were in involved with in TLA?

12. Are there some positions you held in TLA more memorable than others?

13. Tell me about the circumstances in you serving as acting Executive Director.

14. Which TLA conferences are the most memorable?

15. What librarians had an influence in your career or role in TLA?

SAMPLE ORAL HISTORY INTERVIEW OUTLINE

INTERVIEWEE:

DATE OF INTERVIEW:

INTERVIEWER:

TAPE FOOTAGE OR TIME	SUBJECT OR SYNOPSIS

THE UNIVERSITY OF TEXAS AT AUSTIN
Graduate School of Library and Information Science

Roy / Fall 1992 - LIS 388K.3 - Public Libraries
Reading Outline

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THE UNIVERSITY OF TEXAS AT AUSTIN
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LIS 388K.3 / Roy / Fall 1992 Public Libraries

Farmer's Grove Public Library

You are on the library staff at the Farmer's Grove Public Library which serves a population of 2,250 people, 650 of whom are registered resident borrowers. Nonresidents may purchase library cards for $5.00 per year. Farmer's Grove is located in Furrow County where 80% of the land in the county is devoted to agriculture.

The library is situated in an old post office building, across from the new post office, one block from the town's main street. None of the library processes are automated. The general adult fiction collection is divided by genre with separate sections for westerns, mysteries, and science fiction. New books are displayed on a separate rack opposite the main library entrance. The general appearance of the stacks is that there is not much available space, the shelves appear crowded with older, little used material. The library is especially proud of its collection of local history materials including microfilm of early editions of the local newspaper. The library is open 22 hours per week over five days:

a) Monday: 2-5 pm & 6:30-8:30 pm b) Tuesday: 6:30-8:30 pm
c) Wednesday: 2-5 pm & 6-8 pm d) Thursday: closed
e) Friday: 9:30-12 & 2-4 pm f) Saturday: 9:30-12 & 1-4 pm

The library is staffed by one part-time librarian, a student assistant who works after school from September to May, and several volunteers.

At the end of the last fiscal year (April 30), the library held 12,500 books and 400 record albums. The library weeded some 70 books last year and added 1,000. The library subscribes to 26 periodical subscriptions. The library circulated 3,500 adult materials last year and 3,500 juvenile materials. A total of 300 interlibrary loan requests were filed by library patrons. The library did not fill any incoming interlibrary loan requests from other libraries. The librarian found that during one week of October and one week of April and found that they had answered 2,500 reference questions, 1,800 of which were asked by adults and 700 by children. The library participates in the state wide summer reading program for children.

The library taxes at a rate of 0.15. Last year the library received $23,900 in total receipts: $16,200 from local government, $2,250 from state per capita grants, and $5,450 from other sources including gifts and fines. The library spent $24,000 last year: $12,000 on salaries and wages for staff, $4,800 for printed materials, $180 for nonprint materials, $4,230 on other operating expenditures (including binding, equipment, utilities, repairs), and $2,790 on capital outlay for fixed assets (things

which can be expected to last at least five years and cost at least $1000). The library is governed by a four member elected board of trustees.

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Waterloo City Public Library and Information Center

You are on the library staff at the Waterloo City Public Library and Information Center which serves a population of 900,000 with 430,000 registered borrowers. Nonresidents may purchase library cards for $60.00 per year. Besides the main library building, the library has 12 branches in various areas of the city. There is also a Community Library Program that provides mobile library service via two book vans. The library is also the system headquarters for the Waterloo Area Library System (WALS). The library has an automated circulation system, online catalog, automated acquisitions and serials control.

The main library is open 69 hours per week:

Monday - Friday:	10 am - 9 pm
Saturday:	10 am - 5 pm
Sunday:	10 am - 5 pm

109 of 372 library staff members are professional employees. The library is managed by a City Librarian. Major divisions in the library are: (1) Deputy City Librarian and Branch Coordinator; (2) Asst. City Librarian for Central Services; (3) Personnel; (4) Processing; (5) Acquisitions; (6) Publications and Exhibits; (7) Circulation; (8) Special Collections; (9) ILL; (10) Bookmobile Coordinator; (11) Extension Services; (12) Business Information Services; (13) Documents; (14) Cataloging; and (15) Waterloo Area Library System Headquarters. Reference is handled by departmental libraries and subject specialists in Fine Arts, General Materials Services, Humanities, Local History, and Science/Business.

At the end of last fiscal year (August 31), the library held 2,000,000 books; 5,000 periodical subscriptions; 65,000 recordings; 300 art reproductions; 25,000 pieces of sheet music; 120 art objects; and 100,000 vertical file items. The special collections include the areas of railroad history, cookery, Waterloo Architectural Archives, and Historical Popular American Music Collection. The library produces a Weekly Acquisitions Lists, a staff newsletter, and Miscellaneous booklists and brochures.

Last year the library circulated some 3,300,000 items, including 7,000 incoming interlibrary loan requests. Library patrons requested 2,600 items through interlibrary loan. The library conducts 25 online reference searches for patrons per month; the patron shares in the cost of the searches. The library recorded some 3,300,000 in-house uses. Library programs were attended by 170,000 people. Reference transactions for the year totaled 2,800,000 questions.

The library taxes at a rate of 0.21. Last year the library received an income of $14,600,000: $13,138,000 from local government; $570,000 from state goverment; $154,000 from federal sources; $600,000 from library generated income (including fines, fundraising, the library book store and restaurant); and $138,000 from other sources.

Last year the library spent $14,600,000: $12,000,000 for salaries, wages, and benefits; $900,000 for printed materials; $200,000 for periodicals; $14,000 for audiovisual materials; $18,000 for equipment; $800,000 on utilities; and $668,000 on other expenses.

There is an active Friends of the Library Group. The library is governed by an elected library board of 10 members.

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St. Elmo Heights Public Library

You are on the library staff at the St. Elmo Heights Public Library, which serves a population of 18,000, 7,000 of whom are registered as library users. The library charges a nonresident fee of $25.00 to persons living outside the library's service area. The library is a single service unit with no branches, bookmobile or deposit stations.

Within the last year the library moved into a newly renovated one story historic building on the main street in town, close to banks and businesses. The library boasts of a new automated circulation system and theft control system. The general adult fiction collection is not divided by genre though several special collections exist: there is a small Spanish language collection, a Texana collection, and two racks of paperbacks of Hi-Low materials. New books are placed on shelves near the Texana collection. With the move to the new building, the library was able to increase its shelving space by 30%.

The library is open 58 hours per week:
Monday - Thursday: 10 am - 9 pm
Friday - Saturday: 10 am - 5 pm

The library is staffed by 10 paid library staff members: two FTE with MLS degrees and eight library assistants.

At the end of the last fiscal year (June 30), the library held 43,200 library materials: 40,000 books, 2,000 serials, 1,000 microforms (serials and government documents), and 200 pamphlets. The library does not have a weeding schedule nor did it weed materials last year. It subscribes to 100 serials.

The library circulated a total of 150,000 items last year and answered some 9,000 reference questions. Library patrons filed 300 interlibrary loan requests; the library did not receive any incoming interlibrary requests from other libraries. 6,000 people attended library programs, including the summer reading program. One microcomputer is available for public use. The library provided one online search for a patron last year, for a fee of $5.00.

The library taxes at a rate of 0.176. Last year the St. Elmo Heights Public Library received an income of $250,000: $235,000 from local government and $15,000 from federal funds. The library spent $235,000: $178,000 on salaries, wages, and bene.pa fits; $25,000 on printed materials; $7,000 on serial subscriptions; and $25,000 on miscellaneous (preservation including binding; security; maintenance). The library has an advisory board

of seven trustees who are appointed.

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HISTORICAL BACKGROUND OUTLINE

Predecessors of the American Public Library

1. Private Collections

2. Academic Libraries

   Harvard, 1638

   College of William & Mary, 1693

   Yale, 1701

3. Parish Libraries

   Thomas Bray, 1656-1730

   Society for the Promotion of Christian Knowledge

4. Social Libraries

   Franklin's Philadelphia Library Company, 1731

   Subscription libraries

   Proprietary libraries

      Boston Athaneum, 1807

5. Growth of Social Libraries

6. Decline of Social Libraries

7. Contributions of Social Libraries

8. Mercantile and Apprentice Libraries

9. Circulating or Lending Libraries

10. School Libraries

11. Public Libraries

    Caleb Bingham, Salisbury, Ct., 1803

    Lexington, MA, 1827

    Peterborough, NH, 1833

    Boston Public Library, 1854

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PUBLIC LIBRARY MISSION OUTLINE

Lee's Phases in the Role of the American Public Library in Adult Continuing Education:

Phase I: Collection and Preserving Books, 1833-1875

Phase II: Organizing Resources, 1876-1897

Phase III: Extending Services, 1898-1919

Phase IV: Serving the Individual, 1920-1940

Phase V: Strengthening Democracy, 1941-1964

Phase VI: Moving Forward, 1957-

1. 1st mission of the public library: education

   Andrew Carnegie, 1835-1919

   Defining a librarian

2. 2nd mission of the public library: recreation

3. 3rd mission of the public library: information
   modern reference service

   S. S. Green

   Charles Fletcher Lummis

4. 4th mission of the public library: culture

   lyceum

   Chautauqua

5. 1898 - 1910

   library extension

   new clientele (e.g., immigrants)

6. 1920 - 1940

   reader's advisory

   library instruction

7. 1941-1956

   civic enlightenment

   vocational improvement

   personal development

8. 1957-

   outreach

   disadvantaged

   new formats

   new architecture

   marketing

   I&R

   serving special needs

   management

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STANDARDS OUTLINE

1. What is a standard?

   Definitions: Lowell Martin

   Peter Harvard-Williams

2. How are standards different from guidelines?

3. Why are standards developed?

   Accreditation

   To measure adequacy

   Offer advice

   Set a common ground

   Set a uniform practice

4. Dangers of standards

   Recognized as minimum

   Restriction of funding

   Standards are used differently with public libraries

   Martin's laggards versus leaders

   Question of accreditation

5. Standards and planning documents: a chronology
   1933: "Standards for Public Libraries"

   1943: "Post-War Standards for Public Libraries"

   1956: "Public Library Service: A Guide to Evaluation, with Minimum Standards"

   1966: "Minimum Standards for Public Library Systems"

1979: "Public Library Mission Statement and Its Imperatives For Service"

1980: "A Planning Process"

1982: "Output Measures for Public Libraries"

1982: "The Public Library: Democracy's Resource. A Statement of Principles"

1987: "Planning and Role Setting for Public Libraries"

1987: "Output Measures for Public Libraries". 2nd ed.

1992: "Output Measures for Public Library Service to Children"

MATCH THE ROLE WITH ITS DESCRIPTION

ROLE	DESCRIPTION
1. Community Activities Center	A. The library assists scholars and researchers to conduct in-depth studies, investigate specific areas of knowledge, and create new knowledge.
2. Community Information Center	B. The library assists students of all ages in meeting educational objectives established during their formal courses of study.
3. Formal Education Support Center	C. The library features current, high-demand, high-interest materials in a variety of formats for persons of all ages.
4. Independent Learning Center	D. The library actively provides timely, accurate, and useful information for community residents.
5. Popular Materials Library	E. The library is a central focus point for community activities, meetings, and services.
6. Preschoolers' Door to Learning	F. The library is a clearinghouse for current information on community organizations, issues, and services.
7. Reference Library	G. The library supports individuals of all ages pursuing a sustained program of learning independent of any educational provider.
8. Research Center	H. The library encourages young children to develop an interest in reading and learning through services for children, and for parents and children together.

Library Use
These measures reflect the extent to which the library is used by its community.

***Annual Library Visit per Capita** is the average number of library visits during the year per person in the area served. It reflects the library's walk-in use, adjusted for the population served.

***Registration as a Percentage of Population** is the proportion of the people in the area served who are currently registered as library users. Although registration does not necessarily reflect use, the measure reflects the proportion of the people who are potential library users who have indicated an intention to use the library.

Materials Use
Libraries provide materials in may different formats for use inside and outside the library.

***Circulation per Capita** is the annual circulation outside the library of materials of all types per person in the legal service area.

***In-Library Materials Use per Capita** is the annual number of materials of all types used within the library per person in the area served.

***Turnover Rate** measures the intensity of use of the collection. It is the average annual circulation per physical item held.

Materials Access
Library users need to be able to find what they are looking for. The first three of these are Materials Availability Measures, reflecting the extent to which users succeed in finding the materials that they need during their visit. The fourth Materials Access measure indicates how long people wait for materials not available at the time of their visit.

***Title Fill Rate** is the proportion of specific titles sought that were found during the user's visit. It is no the proportion of users who were successful, because one user may have looked for more than one title; it is the proportion of the searches that were successful.

***Subject and Author Fill Rate** is the proportion of searches for materials on a subject or by an author that were filled during the user's visit.

***Browsers' Fill Rate** is the proportion of users who were browsing, rather than looking for something specific, who found something useful.

***Document Delivery** measures the time that a user waits for materials not immediately available, including reserves and

interlibrary loans. It is expressed as the percent of requests filled within 7, 14, and 30 days and over 30 days.

Reference Services
Reference service consists of helping clients use information resources inside and outside the library and providing personalized answers to questions.

***Reference Transactions per Capita** is the annual number of reference questions asked per person in the area served.

***Reference Completion Rate** is the staff's estimate of the proportion of reference questions asked that were completed on the day they were asked.

Programming

Libraries provide programs to inform, educate, and entertain their clients and to promote library use.

***Program Attendance per Capita** is the annual number of people attending programs per person in the area served.

MATCH THE OUTPUT MEASURES WITH THE ROLE

1. Community Activities Center

2. Community Information Center

3. Formal Education Support Center

4. Independent Learning Center

5. Popular Materials Library

6. Preschoolers' Door to Learning

7. Reference Library

8. Research Center

A. *Library Visits per Capita
*Program Attendance per Capita
*Reference Completion Rate
*Reference Transaction per Capita

B. *Title Fill Rate
*Reference Completion Rate
*In-Library Materials Use per Capita
*Document Delivery

C. *Reference Transactions per Capita
*Reference Completion Rate
*In-Library Materials Use per Capita

D. *Library Visits per Capita
*Program Attendance per Capita

E. *Circulation per Capita
*Library Visits per Capita
*Program Attendance per Capita
*Turnover Rate

F. *In-Library Materials Use per Capita
*Reference Completion Rate
*Subject and Author Fill Rate
*Title Fill Rate

G. *In-Library Materials Use per Capita
*Title Fill Rate
*Subject and Author Fill Rate

H. *Turnover Rate
*Browsers' Fill Rate
*Subject and Author Fill Rate
*Title Fill Rate
*Circulation per Capita
*Registration as a percentage of the population

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Public Library Organization Outline

1. What is an organization?

   Definitions: Drucker

   Martin

   Steuart and Eastlick

   Rochell

2. 4 elements in the library organization:

   goals

   decisions

   job tasks

   associations

3. How are public libraries different from other organizations?

4. How are public libraries organized?

   Purpose: advantages and disadvantages

   Function

   Nature of material/ subject: advantages and disadvantages

   Clientele

   Geography

5. Reorganization

   Traits of successful reorganization

   Areas to consider in reorganization

   Generalism: advantages and disadvantages

   : Baltimore County Public Library

   Consolidation: benefits and disadvantages

6. Informal organization

   Status: formal and informal

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LIBRARY DIRECTORS OUTLINE

1. What does a library director do?

2. Herb White: "Oh, Where Have All the Leader's Gone?"

   Four work styles of people: Inert
   Reactive
   Responsible
   Creative

   How does a leader evolve?

3. Ten public library directors recognized as leaders (John Berry; Crismond and Leisner)

   Traits of library leaders

4. Should you be a supervisor?

   Ten point checklist

5. Advantages of being a supervisor

   Disadvantages of being a supervisor

6. Surviving your first few weeks as a supervisor

7. Improving on two supervisory skills:

   A. Dealing with Conflict
      Thomas-Kilmann Conflict Mode Instrument

   B. Decision Making
      (1) Stall or delay action

      (2) Temporarily Dispose of Problems

      (3) Exercise in handling quick decisions: In-Basket exercise

      (4) Handling Job Oriented Problems

         (a) Small problems

         (b) Big problems

      (5) Handling People Oriented Problems

         (a) Simple requests

         (b) Complicated problems

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IN-BASKET EXERCISE

You, Dr. Benevolo, have just returned to your desk in the Office of the Library Director of the Norwegian Bachelor Farmer Memorial Public Library from an all day meeting with the Public Library Development Committee of the State Library. Your secretary, Jeeves, has placed several items in your in-basket that will require your attention before you leave for home at 6:00 p.m., one-half hour from now.

You are going to be gone all day tomorrow (continuing education program with the county librarians), but Jeeves will follow any directions you leave for him.

Your task as a group is to:

1. Arrange the items in the order of priority in which they must be answered.

NOTE: This exercise is based on that developed by Dr. Robert Burk.

MEMO A

Dear Dr. Benevolo:

The Library Help and Hindrance Society is having a meeting this coming Saturday at 1:00 p. m. Would we be able to use the library for this meeting? Also, would you be so kind as to speak to the Society at that time on the topic of "Why libraries, why?" If you are not going to be available we will try to get the Head of the Sanitation Department instead. Our announcements are at the printers so speed is essential.

Sincerely,

Beth Kawski

MEMO B

Dr. Benevolo:

Mr. Carmichael, the City Manager, called and said that he would be at the Local Country Club until 6:00 p.m. if you wanted to talk with him about your memo of yesterday requesting a 20% increase in the book allocation fund. He indicated that the Mayor had called a meeting for 8:00 a.m. tomorrow to decide the final allocation of the surplus funds for the current fiscal year.

Jeeves

MEMO C

Telephone Call:
For: Dr. Benevolo
From: 3M Security Systems Representative

Ms. Samuels called with the price quotation you wanted on the Spartan Security System. She advised that the price will be going up 15% in two days and that it would be in our best interests to decide on this matter immediately. She is waiting to hear from you.

Jeeves

MEMO D

1:30 p.m.

Simon Hunter from Personnel called. The Grievance Committee is holding a preliminary meeting tomorrow at 10:00 a.m. about the George Harper case. You do not have to be present but Mr. Hunter is waiting for your comments on the events leading up to the incident on August 15, so that he can have them duplicated and sent to the other committee members prior to the meeting. I pulled the Harper file for you and it is on your desk.

Jeeves

MEMO E

Dr. Benevolo:

Mary Jackson, English Teacher at Whippet High called (4:15 p.m.). She was very upset to say the least (in fact, rude). It seems that she wanted a book that was checked out and asked the circulation assistant for the person's name who had the book. She was informed of our policy that the library not disclose such information for the borrower's protection. Ms. Jackson became angry and when she asked to see Kathy Painter, the head of circulation, the clerk got mad and told her to "sit on it". I tried to contact Kathy Painter, but she left at 3:00 p.m. without leaving word where she was going or could be reached. Ms. Jackson indicated, just before he banged the phone down, that she was going to talk to her friend and library trustee, Sally Eakin, about the matter.

P.S. Your son called and said you better call him before your leave for home.

Jeeves

MEMO F

To: Dr. Benevolo, Library Director

From: Kathy Painter, Circulation Department

Subject: Continuing Education Policy

Diann Jabusch is interested in an institute being offered in Colorado in June on the role of the library in effecting social change. I don't have any more information on it, except that registration will probably be around $125.00 for the five day institute. In keeping with our policy of the past that CE must be "job related" if the library is going to pay expenses and allow release time, what do you think in this particular case? Bob will be back from his vacation by that time so it does not mean that we will be another professional short in the Circulation Department. Diann needs to make her reservations just as soon as possible because the institute will be limited to 25.

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INNOVATIONS IMPLEMENTED BY PUBLIC LIBRARIES

ADMINISTRATIVE:

1. Formalized strategic planning
2. Formalized operational planning
3. Established objective setting procedures
4. Management by objectives
5. Computer-based payroll system

6. Computer-based personnel records and skill system
7. Computer-based accounting system
8. Computer-based purchasing system
9. Management reporting system
10. Program planning and budgeting system

11. Zero-based budgeting
12. Formalized job-entry training for the staff
13. Continuing education programs for the staff
14. Periodic mandatory training program for the staff
15. Job enrichment program

16. Job enlargement programs
17. Job rotation
18. Flextime
19. Group incentive/reward systems (for departments, divisions, etc.)
20. Individual incentive/reward systems

21. Performance evaluation procedures for departments/divisions
22. Performance evaluation procedures for library programs
23. Advisory/management committee at the top management level
24. Coordinating committee at the middle management level
25. Consultative staff committee

26. Mini-libraries
27. Word processing systems
28. Guards and parcel checks
29. Electronic material detection system
30. Fire/theft detection system

SOURCE: Fariborz Damanpour and Thomas Childers, "The Adoption of Innovations in Public Libraries," Library & Information Science Research 7 (3) (July-September 1985), pp. 231-246.

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LOCAL GOVERNMENT AND LIBRARY BOARDS OUTLINE

I. WHO IS THE PUBLIC LIBRARIAN'S BOSS

A. Trustees

B. local government

1. mayor and council

2. city manager and council

3. commission

II. DISTRICT LIBRARIES

A. What is a district library?

B. Advantages and disadvantages

III. HOW TO WORK WITH LOCAL GOVERNMENT

IV. TRUSTEES

A. Why do public libraries have them?

B. How are board members selected?

C. What are their duties?

D. What skills should a board member have?

E. Advising the board

F. Research on trustees

G. Trustee education

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PERSONNEL OUTLINE

I. DEFINITIONS OF PERSONNEL:

A. getting things done through people

B. management of human resources

C. management of people at work

D. the people factor

II. ASPECTS OF PERSONNEL MANAGEMENT

A. analyzing jobs and work

B. writing job descriptions

C. recruitment

D. enrolling

E. orientation

F. training

G. evaluation

H. wage comparison and appraisal

I. fringe benefits and pay plan

J. scheduling

1. compressed work schedules

2. discretionary work week

3. part-time

III. PERFORMANCE EVALUATION

A. types of performance appraisal

1. rating scales

2. ranking

3. critical incidents

4. MBO

B. causes of unsatisfactory performance

1. organizational shortcomings

2. individual employee shortcomings

3. external influences

C. discipline

1. preventive

2. punitive

D. management philosophy and discipline

1. hot stove rule

THE UNIVERSITY OF TEXAS AT AUSTIN
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LIS 388K.3 - Public Libraries.

FINANCIAL BASIS OUTLINE

I. SOURCES OF PUBLIC LIBRARY FUNDING

A. Ideal (Lowell Martin, 1964):
Local funding: 50%
State: 30%
Federal: 20%

B. Actual:
Local funding: 82%
State: 13%
Federal: 5:

II. WHAT IS LOCAL FUNDING?

A. Property Tax: 2 types:

1. taxes on real estate

2. taxes on personal property

a. tangible

b. intangible

B. What is the difference between:

1. regressive tax

2. progressive tax

C. What is an <u>ad valorem tax</u>?

D. What is assessment or appraisal?

E. What is fair market value?

F. What is <u>equalized assessed valuation</u>?

G. Property tax rate is expressed in millage. What is this?

H. The _____ the tax base, the _____ the millage rate needed to raise the money the library needs.

I. What is tax rate?

J. What are other local government sources of public library funding?

1. income tax

2. sales tax

3. special taxes

K. A community's economic ability is described by

_____.

III. Budget preparation:

IV. REFERENDA

A. Define

B. What are the two most common types of referenda?

C. What is a bond?

D. What are other types of referenda?

1. establishment
2. transfer territory
3. merger
4. materials
5. backdoor referenda

E. Referenda results:

F. Organizing a successful referendum:

V. HOW HAVE LIBRARIES RESPONDED TO FINANCIAL PROBLEMS?

1. Cutbacks

2. Networking

3. Automation

4. Fees

VI. FUNDRAISING

1. memorials
2. larger gifts
3. bequests
4. Friends of the Library
5. foundations
6. contracting for service
7. fee based services
8. fines
9. investing (PUBLIC LIBRARY FUND)

VII. ACCOUNTING

THE FACTS ABOUT MILLAGE

Prepared by: Dr. Loriene Roy, Asst. Professor
Graduate School of Library and Information Science
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NOTE: If you want to track information related to millage in the library literature, search WILSONLINE under the headings:

MILLAGE	TAX CAMPAIGNS
TAX RATE	PUBLIC LIBRARIES/FINANCE

CALCULATING MILLAGE: TO DETERMINE A LIBRARY'S MILLAGE YOU NEED TO KNOW:

A) assessed valuation (or EAV)
and B) the tax rate, expressed in mills

DEFINING MILLAGE AND RELATED TERMS:

I. MILLAGE: (noun): A rate (as of taxation) expressed in mills per dollar.

MILL: (noun) [Latin: mille, a thousand]: The thousandth part of a monetary unit; especially ... the value of the tenth of a cent or the thousandth of a dollar.

MILL TAX: A tax of one or more tenths of a cent on each dollar of assessed valuation.

SOURCE: Webster's New International Dictionary. 2nd ed. Springfield, MA: G. & C. Merriam Co., 1957.

II. MILL: A unit of monetary value equal to 0.001 of a U.S. dollar; one tenth of a cent; used at various times and places in the U.S. as a money of account, esp. in certain tax rates.

SOURCE: The Random House Dictionary of the English Language. 2nd ed. New York: Random House, 1987.

III. MILL: One-tenth of a cent, the unit most often used in expressing property tax rates. For example, if a town's tax rate is 5 mills per dollar of assessed valuation, and the assessed valuation of a piece of property is $100,00, the tax is $500, or 0.005 times $100,000.

SOURCE: Downes, John and Jordan Elliot Goodman. Dictionary of Finance and Investment Terms. New York: Barron's, 1985.

IV. MILL: A monetary unit of account of U.S. currency having a value of one-tenth of one cent. It is not coined, but is used in money calculations where precision in fractions of a cent is required.

SOURCE: Munn, Glenn G. Encyclopedia of Banking and Finance.

8th ed, rev. and expanded by F. L. Garcia. Boston: Bankers Pub. Co., 1983.

V. MILL: One-tenth of one cent/ 1/1000th of a dollar.

MILLAGE: In conjunction with property taxes, it is the factor generally used to state the rate of taxation and compute the taxes. One mill per thousand is equivalent to $1 of taxes per thousand of assessed value. Thus, the assessed value multipled by the millage rate will equal the tax rate.

PROPERTY TAX: A tax levied on real and personal property; AD VALOREM tax.

AD VALOREM: [Latin] According to the value.

AD VALOREM TAXES: Taxes on real estate assessed according or proportionate to the value of the property.

ASSESSED VALUE: An amount assigned to property by an assessor or government board for taxation and other purposes. The value which a property carries on thte tax rolls, it usually represents a percentage of the market value of the property.

ASSESSMENT: 1. The act of evaluating a property for the purpose of levying property tax. 2. A charge levied against property in the form of a tax.

EQUALIZATION OF ASSESSMENTS: In taxation, it is the process of adjusting assessments in a particular taxing district in order to bring them in line with surrounding areas. The purpose of the adjustment is to assure an overall uniformity between the assessed value and the market value of property, as well as to maintain an adequate tax base.

SOURCE: Gross, Jerome S. Illustrated Encyclopedic Dictionary of Real Estate. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1978.

VI. "Property taxes supply almost eighty percent of public library funding in Illinois and nationwide."

SOURCE: Fitzgerald, James P. and Dianne Lueder, Trustee Facts File. Funding Sources for Public Libraries (Springfield Illinois: Illinois Library Association, Illinois Library Trustee Association, 1987?), p. 2.

VII. Prentice, Ann E. Public Library Finance. Chicago: American Library Association, 1977. See chapter 3, "Funding from Local-Government Sources," pp. 27-37.

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WORKSHEET ON BUDGETING

1. Stueart and Moran describe 5 processes in library management (planning, organizing, staffing, directing, and controlling). Which of these general processes includes budgeting techniques?

2. Budgeting in libraries is usually carried out on a _____ cycle.
a) monthly b) annual c) biennial

3. TRUE OR FALSE? Libraries often use a combination of budgeting systems.

4. TRUE OR FALSE? Public libraries often have a separate staff concerned with budgets and accounting.

5. What does PPBS stand for?

6. What does ZBB stand for?

7. Match the budgeting technique with its description:

A. Line-Item	1. emphasizes library activities;dollars assigned to services provided
B. Lump Sum	2. also known as incremental
C. Formula Budget	3. library receives a specified amount
D. Program Budget	4. originally developed by the Rand corporation
E. Performance Budget	5. popularized by President Carter
F. PPBS	6. similar to program budgeting, but emphasizes efficiency
G. ZBB	7. requires justifying each unit of work
	8. the most common type of budget
	7. uses some standard for allocating money
	9. a combination of program and performance budgeting but emphasizes planning

8. TRUE OR FALSE? Public libraries receive revenues from several sources.

SOURCES: Inez L. & Jacson E. Ramsey, Library Planning and Budgeting. New York: Franklin Watts, 1986.
Robert D. Stueart and Barbara Moran, Library Management. Littleton, CO: Libraries Unlimited, 1987.

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BUSINESS TERMS AND PHRASES

SOURCE

A 1. CAPITAL OUTLAY: budget category for long-term expenditures, often over several years. Always includes costs for building construction or remodeling; often includes equipment.

A 2. CATEGORICAL FUNDS: funds granted for expenditures for specific purposes. For instance, if a private citizen or community group were to establish a fund for special book purchases, the money would be placed in this category and expended only as the citizen or group instructed. Federal or state grants which are made for special purposes would be handled similarly.

A 3. ENCUMBRANCE: a claim made on a budget, before payment, for service rendered or item ordered.

D 4. ENDOWMENT FUNDS: funds for which donors have stipulated, as a condition of the gift, that the principal will always be maintained inviolate; only the earnings or the investments of these funds may be used. Example: A local foundation gives the library $100,000 endowment for books. The library invests it in 8 percent government securities and can spend interest proceeds of $8,000 per year but cannot use the principal of $100,000.

D 5. FISCAL YEAR: An accounting period of 12 successive calendar months. The three most common fiscal years are: (1) calendar year (January 1 - December 31); (2) July 1 - June 20, used by most state governments; (3) October 1 - September 30, used by federal government. When referring to the fiscal year in question, one must be alert as to what date is used to reference that particular year.

A 6. FTE: full-time equivalent of staff. Figured by dividing number of hours worked by number of hours in the normal work week.

A 7. INDIRECT COST: proportion of a grant request for funds to be expended by an agency in administering a grant. Usually a fixed percentage of the grant amount, established by the parent organization. Also called overhead.

C 6. LOCAL GOVERNMENT RECEIPTS: the amount of revenue received by the library from local government sources during the fiscal year. Includes all local taxes received, including both current and back taxes and all special taxes.

A 8. OPERATING EXPENSES: costs of operating the library, such as salaries, rent, heat, and utilities. Budgeted and expended on an annual basis.

C :includes expenditures for wages and salaries for all employees, including fringe benefits; for library materials, for supplies, for binding and rebinding, for plant operation and maintenance, and for all other current operating costs.

C 9. POPULATION SERVED: population according to the 1980 (or later special) Census.

A 10. REVENUE: income or appropriations.

D 11. REVENUE SHARING: federal government program. To replace many separate grant programs, Congress instituted revenue sharing where large grants and counties or other local governmental units for their distribution. Many libraries have been successful in tapping their revenue sharing funds for income.

B 12. TOTAL EXPENDITURES: total operating and capital expenditures.

C 13. TOTAL RECEIPTS: the total amount of money received by the library from all sources during the fiscal year, including state aid, revenue sharing, receipts for capital expenditures, gifts, etc.

SOURCE

B Statistics that public libraries collect can be analyzed and expressed in terms such as:

*transactions per FTE
*transactions per capita
*transactions per item held
*transactions per hour open
*adult circulation as a % of total circulation
*FTE per 1,000 people served
*MLS % of total staff
*volumes added per capita
*volumes held per capita

*% vols added: number of book volumes added as a % of the number of books held at the end of the year

*Assessed valuation per capita, in dollars

*Total operating expenditures per capita, in dollars

*% wages: operating expenditures for wages, salaries, and fringe benefits for paid staff, as a % of total operating expenditures

*% lib mat: expenditures for library materials as a % of total operating expenditures

*mat exp per cap: expenditures per capita for library materials, in dollars

SOURCES:

A: Margo C. Trumpeter and Richard S. Rounds. Basic Budgeting Practices for Librarians. Chicago: ALA, 1985.

B: Illinois Public Library Statistics: Analyses/ 1984-85. Urbana, IL: Library Research Center, 1986.

C: "Public Library Statistics: 1984-1985," Illinois Libraries, March 1986.

D: Sherman Hayes, ed. Primer of Business Terms and Phrases Related to Libraries. Chicago: ALA, 1978.

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REPORTING OUTLINE

I. Who do you tell what the library is doing?

II. ANNUAL REPORTS

A. variety of formats

III. KEEPING LIBRARY STATISTICS

A. Internal comparisons

B. External comparisons

C. Presentations

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FEDERAL AND STATE GOVERNMENT OUTLINE

I. HISTORY OF STATE LIBRARY AGENCIES

A. Colonial times to 1890:

1. primarily, state law collections

B. 1890-1920

1. expanded services

2. golden years of free library commissions

3. role of state library commissions: [Birge]

a. maintain a state legislative library

b. promote legislation to aid in financing public libraries

c. library extension

4. four types of assistance a state library commission could provide a community: [Tyler]

a. advice

b. selection

c. organizing

d. managing traveling libraries

C. 1920-1956

1. studies call on stronger state library agency (SLA)

a. 1920's: ALA Committee on Library Extension

b. 1930's: Joeckel 's Advisory Committee on Education

c. 1940's: ALA's Committee on Post-War Planning

d. 1950's: Public Library Inquiry

-funded by the Carnegie Foundation ($200,000)

-sponsored by ALA

-conducted by the Social Science Research Council

-director of the PLI: Robert D. Leigh

D. ROLE OF STATE LIBRARY AGENCIES

1. Promoting library services

2. Extension

1. unserved population

3. Library for state government

4. Services

1. continuing education

2. summer reading programs

3. services for the blind and visually impaired

4. collection development

5. Distribution of financial aid

E. DIRECT FEDERAL AID TO LIBRARIES BEGINS

1. LSA: Library Services Act, 1956

a. made federal funds available to any state agency responsible for planning and coordinating library service

b. rural oriented:

"an act to promote the further development of public library services in rural areas"

2. LSCA, 1964

"an act to promote the further development of public library services"

a. "The LSCA State Grant Program Titles I, II, and III) encourages each state to identify its particular needs and to create programs, acquire resources, or improve services to meet those needs." [Bowker Annual. 32nd ed., 1987)

Title I: services

*unserved or underserved areas

*disadvantaged people

*limited English-speaking people

*blind and physically handicapped

*institutionalized

Title II: Public Library Construction

*building new facilities

*remodeling or renovation

Title III: Interlibrary Cooperation

*resource sharing

*computerized databases

Title IV: Library Services for Indian Tribes and Hawaiian Natives Program

*build/renovate libraries

*train library personnel

*survey patrons

Title V: Foreign Language Materials Acquisition

Title VI: Library Literacy Program

*train librarians and volunteers

3. What was the effect of LSA and LSCA?

a. stimulated expansion of state aid programs

b. stimulus to modernize state library laws

c. SLA's expanded services

d. centered library activities at the state level

e. emphasized strategic planning

f. emphasized need to train SLA staff

g. required certain matching at state or local level

4. Future of LSCA

II. STANDARDS FOR STATE LIBRARIES

A. 1963; 1970; 1985

B. 1985 revision involved: SLA's; Amer. Assoc. of Law Libraries; ASIS; ALISE; ARL; M(ed)LA; SAA; ALA

C. 1985 revision: 67 standards in 8 areas or chapters

1. library development

2. financing library programs

3. statewide development

4. state and local networks

5. library services to state government

6. organization of state library services

7. personnel

8. physical facilities

III. WHERE ARE SLA'S LOCATED?

IV. SOME OF THE MAJOR ISSUES IN SLA'S IN 1989

V. WHCLIS, 1979

"national town meeting on library needs for the 1980's"

VI. WHCLIS II, 1991

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LIBRARY SYSTEMS OUTLINE

I. PROBLEMS IN LIBRARY DEVELOPMENT

A. Sparseness of population

B. Cost of library operations

II. WHAT IS A LIBRARY SYSTEM?

III. WHY ARE SYSTEMS FORMED? [Rohlf; Faibisoff]

A. to get state aid

B. to share resources

C. tradition

D. boundaries

E. positive psychological attitude

F. advances in computer and communications technology

G. awareness of forming interdependent library relationships

III. WHAT IS A LIBRARY NETWORK?

IV. WHAT IS A MULTITYPE SYSTEM?

V. PROBLEMS IN SYSTEM DEVELOPMENT

A. materials rather than service

B. bureaucracy

C. autonomy

D. multityping: dilution rather than strengthening?

E. money

F. new duties

VI. ADVANTAGES OF SYSTEMS

VII. Tom Ballard and Michael Gorman

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You are a staff member (Director, Children's Consultant, or Rural Libraries Consultant) of the Corn Belt Library System. You are asked to select a research team to conduct an evaluation of system services. You will also be involved in a staff meeting to determine ways to solve the following problems.

1. The State Library has recently issued a memorandum requesting that you increase non-resident fees for use of public libraries. How will you determine how to do this? You know that libraries in the system currently charge varying fees. Some librarians have been complaining that non-resident patrons shop around for the best bargain and purchase cards from public libraries with the lowest fees although they may live closer to other libraries.

2. Several rural public librarians have asked the Children's Consultant for possible solutions to the following problems.

A. How can a small rural library make better alliances with the local public schools? The public library is often swamped with ILL requests from high school students at various times of the year and the librarian would like to be advised when these assignments will be scheduled.

B. What new techniques can be used in library tours for pre-school groups? The librarians have in the past told one story. Is there anything else that is more innovative?

C. Most of the public librarians make all book purchases through one jobber. They would like other ideas on how to obtain quality children's materials.

3. The Rural Libraries Consultant is interested in ways to introduce library services to farmers. She thinks that they may be receptive to ideas on introducing automation to their small businesses.

The Corn Belt Library System is a multitype system with 65 member libraries including: 25 public libraries, 2 academic libraries, 30 school libraries, and 8 special libraries. The System would like to conduct a survey of member libraries to find out information on: (1) the extent of use of system services; and (2) member libraries' experience with system services.

You are a member of a research team interested in conducting the evaluation and have been called to present your ideas on this study to the System Staff.

A. First, take no more than 10 minutes to meet with your team and draft a list of five questions you need to ask the System Staff before your give your presentation. You will then be able to ask these questions; keep this conversation to under 10 minutes.

B. Take up to 15 minutes to plan your presentation.

C. Give the System Staff a presentation lasting no more than 10 minutes in which you provide an overview of the approach you might follow if you were selected to conduct the study.

D. The System Staff will then meet for no more than 10 minutes to select the research team they would like to hire.

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TIME SCHEDULE FOR SYSTEM ROLE PLAYING EXERCISE

1. Review documents; select research teams and Corn Belt Library System staff. (10 minutes)

2. Research teams:
   A. Draft questions. (10 minutes)
   B. Query Corn Belt Library System Staff (10 minutes)
   C. Prepare presentation (15 minutes)
   D. Provide presentation (10 minutes)

3. Corn Belt Library System Staff:
   A. Consider questions posed by member libraries
   B. Answer questions from research teams
   C. Attend formal presentations
   D. Meet for no more than 10 minutes to select one research team to conduct the study

4. Services provided by Corn Belt Library System:

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LEGAL BASIS OF PUBLIC LIBRARIES AND LIBRARY SYSTEMS
Evaluation Sheet

	HIGH 5	4	MEDIUM 3	2	LOW 0	1	NA NA
FOR TEXAS:							
PART 1: ESTABLISHMENT OF PUBLIC LIBRARIES							
A. Is a public library defined?	___		___		___		___
B. Is an area library defined?	___		___		___		___
C. Is a community library defined?	___		___		___		___
PART 2: ESTABLISHMENT OF THE STATE LIBRARY							
A. What is its official name?	___		___		___		___
B. Is the history of the TSL mentioned? . . .	___		___		___		___
PART 3: ESTABLISHMENT OF LIBRARY SYSTEMS							
A. Is a library system defined?	___		___		___		___
B. Is the interlibrary contract mentioned? . .	___		___		___		___
C. Is the state library system defined? . . .	___		___		___		___
D. Does the student indicate how system membership might change?	___		___		___		___
E. Is a major resource center defined?	___		___		___		___
F. Does the student describe how a library may become a major resource center?	___		___		___		___
G. Is a major resource system defined?	___		___		___		___
H. Is the geographical area covered by a system mentioned?	___		___		___		___
PART 4: FINANCIAL SUPPORT							
A. Is local support for public libraries described?	___		___		___		___
B. What type of user fees might a public library charge?	___		___		___		___
C. Is financial support for the state library mentioned?	___		___		___		___
D. Is financial support for library systems mentioned?	___		___		___		___
E. Who administers state grants?	___		___		___		___
F. Are the types of state grants itemized and briefly described?	___		___		___		___
G. Is apportionment of state grants described?	___		___		___		___
PART V: GOVERNANCE							
For public libraries;							
A. What is a governing body?	___		___		___		___
B. What is a library board?	___		___		___		___
C. Does the student infer that a public library has a library director?	___		___		___		___
D. Does the student mention that the library is required to file an annual report? . .	___		___		___		___

	HIGH		MEDIUM		LOW		NA
	5	4	3	2	0	1	NA
For a system:							
A. Does the student infer that a system has a director?	___		___		___		___
B. Is the purpose of the advisory council mentioned?	___		___		___		___
C. Are terms of office of the board members on the council mentioned?	___		___		___		___
D. Does the student mention the system's long-range plan?	___		___		___		___
E. Does the student mention the system's annual budget and program?	___		___		___		___
For the State Library;							
A. Is the function of the advisory board described?	___		___		___		___
B. Is the term of office of board members mentioned?	___		___		___		___
VI. CERTIFICATION OF LIBRARY PERSONNEL							
A. Is certification mentioned?	___		___		___		___
FOR THE OTHER STATE:							
PART 1: ESTABLISHMENT OF PUBLIC LIBRARIES							
A. Is a public library defined?	___		___		___		___
B. Is each type of public library described?	___		___		___		___
C. Other:	___		___		___		___
D. Other:	___		___		___		___
E. Other:	___		___		___		___
PART 2: ESTABLISHMENT OF THE STATE LIBRARY							
A. What is its official name?	___		___		___		___
B. Is the history of the state library mentioned?	___		___		___		___
C. Other:	___		___		___		___
D. Other:	___		___		___		___
E. Other:	___		___		___		___
PART 3: ESTABLISHMENT OF LIBRARY SYSTEMS							
A. Is a library system defined?	___		___		___		___
B. Is the interlibrary contract mentioned? . .	___		___		___		___
C. Other:	___		___		___		___
D. Other:	___		___		___		___
E. Other:	___		___		___		___
PART 4: FINANCIAL SUPPORT							
A. Is local support for public libraries described?	___		___		___		___
B. What type of user fees might a public library charge?	___		___		___		___

	HIGH		MEDIUM		LOW		NA
	5	4	3	2	0	1	NA
C. Is financial support for the state library mentioned?	___		___		___		___
D. Is financial support for library systems mentioned?	___		___		___		___
E. Are there state grants?	___		___		___		___
F. Other:	___		___		___		___
G. Other:	___		___		___		___
H. Other:	___		___		___		___
PART V: GOVERNANCE							
For public libraries;							
A. Is a library board mentioned?	___		___		___		___
B. Is a library director mentioned?	___		___		___		___
C. Other:	___		___		___		___
D. Other:	___		___		___		___
E. Other:	___		___		___		___
For a system:							
A. Other:	___		___		___		___
B. Other:	___		___		___		___
C. Other:	___		___		___		___
For the State Library;							
A. Other:	___		___		___		___
B. Other:	___		___		___		___
C. Other:	___		___		___		___
VI. CERTIFICATION OF LIBRARY PERSONNEL							
A. Is certification mentioned?	___		___		___		___
WRITING STYLE AND MECHANICS:							
A. Are important points clearly emphasized?	___		___		___		___
B. Does the paper have a descriptive title?	___		___		___		___
C. Does one idea logically follow another?	___		___		___		___
D. Are opinions backed up by facts?	___		___		___		___
E. Punctuation?	___		___		___		___
F. Sentence clarity?	___		___		___		___
G. Sentence variety?	___		___		___		___
H. Word usage?	___		___		___		___
I. Grammar?	___		___		___		___
J. Spelling?	___		___		___		___
K. Does the student use a ragged right hand margin instead of right justification? . .	___		___		___		___
L. Are contractions spelled out?	___		___		___		___
M. Does the student avoid etc.?	___		___		___		___
N. Does the student avoid weak connectives, like however?	___		___		___		___
O. Does the student spell out any numbers that start sentences?	___		___		___		___
P. Are transitions used?	___		___		___		___

	HIGH		MEDIUM		LOW	NA
	5	4	3	2	0 1	NA
Q. Originality?	____		____		____	____
R. Does the student provide a citation to the laws?	____		____		____	____
S. Are these citations correct?	____		____		____	____
T. Is this citation style consistent?	____		____		____	____
U. Does the student indicate when required information is not available?	____		____		____	____

NOTE: ONE FOURTH POINT WILL BE DEDUCTED OFF THE TOP FOR EACH SENTENCE THAT IS DRAWN TOO CLOSELY FROM A SOURCE

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USER CLIENTELE - OUTLINE

1. What do we call our clients?

2. Public library patron types: (Webb)

   A. Browser/reader

   B. Researcher

   C. Independent learner

   D. Group participant

3. Videotape on Problem Patron situations (will not be covered on test)

SERVICES TO USERS

1. What is a public library service?

2. Four tools for public library service: information, instruction, guidance, stimulation

   A. examples of informational, educational, recreational, and cultural services

2. Circulation:

   A. National figures

   B. How do we increase circulation?

3. Programs for children

   A. History of storytelling in public libraries

   B. Steps in telling a story

   C. Storytelling exercises

4. Programs for adults

   A. Types

   B. Tom Ballard's opinion against programming

5. Trends in public library service from the latest ALA Yearbook.

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GENRE READING SELF ASSESSMENT TEST

A. Match the titles on the left with the authors on the right. Score 2 points for each correct answer.

------ 1. Gaudy Night	A. Agatha Christie
------ 2. Hondo	B. Janet Dailey
------ 3. Demon Lover	C. Owen Wister
------ 4. This Calder Range	D. Dorothy L. Sayers
------ 5. Smiley's People	E. Victoria Holt
------ 6. Children of Dune	F. Louis L'Amour
------ 7. The Virginian	G. Margaret Atwood
------ 8. The Murder Of Daniel Ackroyd	H. John Le Carre
------ 9. The Handmaid's Tale	I. Frank Herbert

B. Match the authors on the left with the characters they created or themes they wrote about on the right. Score 2 points for each correct answer.

_____ 1. Harry Kemelman	A. Regency romances
------ 2. P. D. James	B. Sweet and Savage Romance
------ 3. Frank Slaughter	C. Travis McGee
------ 4. Georgette Heyer	D. Foundation series
------ 5. Rex Stout	E. Rabbi David Small
------ 6. Cookson, Catherine	F. Adam Dalgliesh
------ 7. Woodiwiss, Kathleen	G. doctors in love
------ 8. John D. MacDonald	H. Tilly Trotter
------ 9. Isaac Asimov	I. Nero Wolfe

C. On the back, please answer the following questions about your trash reading habits:

1. T or F I have never read a Western.

2. T or F I have never read a Romance.

3. T or F I have never read a Mystery.

4. T or F I have never read Science Fiction.

5. Over the past 12 months, I have read, at least half way through, _____ Western books. (CIRCLE THE LETTER INDICATING YOUR RESPONSE).

A. 0 B. More than 0 but less than 5 C. More than 5

6. Over the past 12 months, I have read, at least half way through, _____ Mysteries. (CIRCLE THE LETTER INDICATING YOUR RESPONSE).

A. 0 B. More than 0 but less than 5 C. More than 5

7. Over the past 12 months, I have read, at least half way through, _____ Romances. (CIRCLE THE LETTER INDICATING YOUR RESPONSE).

A. 0 B. More than 0 but less than 5 C. More than 5

8. Over the past 12 months, I have read, at least half way through, _____ Science Fiction books. (CIRCLE THE LETTER INDICATING YOUR RESPONSE).

A. 0 B. More than 0 but less than 5 C. More than 5

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LIS 388K.3 - Public Libraries

POPULAR LITERATURE AND COLLECTION DEVELOPMENT - OUTLINE

I. WEEDING.

A. What is weeding?

Removing materials from a library.

B. What other terms are used instead of weeding?

Provide 3 synonyms.

C. What are some common arguments against weeding?

1. emphasis on numbers;
2. lack of time;
3. sacredness of the collection
4. conflicting criteria

D. What are the benefits of weeding?

1. saving space;
2. saving time;
3. make library more appealing;
4. increase use?

E. How to weed?

1. Subjective/qualitative approaches (e.g., opinion)

2. Objective/quantitative approaches (e.g., formula)

3. Combination: subjective and objective (e.g., CREW method)

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MARKETING - OUTLINE

1. What is marketing?

2. What is the marketing environment?

   a. Product

   b. Price

   c. Promotion

   d. Distribution

3. What is a market?

4. Characteristics of an effective marketing organization. (Kotler)

5. Variables for segmenting the market.

6. Why be concerned with marketing?

7. Internal marketing in the public library.

   a. Exploiting high traffic areas.
      point-of-purchase displays

   b. merchandizing floor plan

      (1) slanted shelves

      (2) paperback islands

      (3) pyramid/step displays

      (4) zig zag shelving

      (5) end of aisle displays

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Public Library Architecture Outline

I. WHAT HAS INFLUENCED LIBRARY ARCHITECTURE?

Format of materials

Quantity of materials produced

Changes in patrons

Changes in architectural styles and techniques

II. A HISTORICAL CHRONOLOGY OF LIBRARY ARCHITECTURE

A. Earliest library plans

1. Pergamon

2. Ephesus: the classical prototype

B. Medieval Plans

1. monasteries

2. types of shelving

C. Modern buildings

1. the pioneer modern building: Leopold della Santa:

a. readers/storage/staff are separated

2. closed stack plans

a. reading room above; book stack below

b. central reading room surrounded by a stack

c. reading room in front; stack behind

d. stack in the form of a tower

3. open plans

D. Andrew Carnegie and public library architecture

1. James Bertram, Carnegie's secretary
2. criticism of Carnegie

E. Public library architectural styles

1. 1880-1900: Pre-Carnegie: Richardson Romanesque
   (a) H. H. Richardson: most influential architect of his times
   (b) studied at the Ecole de Beaux-Arts, Paris
   (c) Richardson Romanesque features:
      (1) masonry; some rough faced
      (2) often 2 or more colors of stone or brick
      (3) wide, rounded arches; may be above windows, entries, porch supports
      (4) deeply recessed windows
      (5) towers
      (6) facade is usually asymmetrical

2. Carnegie architectural features
   (a) small brick or stone library on a raised podium
   (b) single flight of exterior stairs
   (c) columns or pilasters
   (d) capitals supporting pediment

3. What happened to Carnegie buildings?

F. Trends in Public Library Architecture

1. adaptive reuse

   Be able to give 1 example: e.g, county jail converted into Noxubee County Library, Mississippi

2. Portables

3. Incorporation of alternative energy features

   Be able to list 3 features

4. Book store influence

   Be able to list 3 features

5. Prototypes

   Be able to give one example

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Roy / Fall 1991

QUIZ I: Version A

SOC. SEC. #: _____

1. The Boston Athenaeum was founded in _____. [1 point]
   A. 1807
   B. 1827
   C. 1833
   D. 1854

2. TRUE OR FALSE? (circle one) Everett wanted the Boston Public Library to provide a circulating collection of popular materials while Ticknor was in favor of limiting the library's collection to scholarly materials. [1 point]

3. Name two characteristics of present day public libraries that stem from the model of the Boston Public Library. [2 points]

4. What is reader's advisory service? [1 point]

5. TRUE OR FALSE? Up to 1980, national standards for public libraries were prescriptive. [1 point]

6. Match the date with the standard or document: [3 points]
   A. The Public Library. Democracy's Resource_____
   B. Public Library Service_____
   C. Planning and Role Setting for Public Libraries_____

   1. 1956
   2. 1982
   3. 1987

7. Match the role with its description: [3 points]
   A. Community Information Center_____
   B. Independent Learning Center_____
   C. Reference Library_____

   1. supports individuals pursuing a program of learning not necessarily connected to any school
   2. provides accurate information on demand
   3. provides current local information

8. Match the role with its appropriate group of output measures: [3 points]
   A. Community Activities Center_____
   B. Independent Learning Center_____
   C. Research Center_____

   1. in-library materials use per capita
      title fill rate
      subject and author fill rate
   2. library visits per capita
      program attendance per capita
   3. title fill rate
      reference completion rate
      in library materials use per capita
      document delivery

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QUIZ I: Version B

SOC. SEC. #: _____

1. Ben Franklin was associated with establishing which one of the following types of libraries? [1 point]
   A. circulating library
   B. mercantile library
   C. school district library
   D. social library

2. The Boston Public Library opened in _____. [1 point]
   A. 1807
   B. 1827
   C. 1833
   D. 1854

3. Who was Alexandre Vattemare? [1 point]

4. List two ways that public libraries extended their services during the period from 1898 to 1991. [2 points]

5. TRUE OR FALSE? The first national standards for public libraries in the United States appeared in the time period between World War I and World War II. [1 point]

6. Match the description with the standard or document. [3 points]
   A. Post-War Standards for Public Libraries _____
   B. Minimum Standards for public library systems _____
   C. A Planning Process _____

   1. the last national quantitative standards
   2. emphasized the role of the public library in preserving democracy
   3. a do-it-yourself manual to help public libraries engage in strategic planning

7. Match the role with its description: [3 points]
   A. Formal Education Support Center _____
   B. Independent Learning Center _____
   C. Research Center _____

   1. supports individuals pursuing a program of learning not necessarily connected to any school
   2. aids people to conduct in-depth studies
   3. supports individuals pursuing a formalized program of learning

8. Match the role with its appropriate output measures: [3 points]
   A. Formal Education Support Center_____
   B. Popular Materials Library_____
   C. Preschoolers' Door to Learning_____

   1. circulation per capita
      library visits per capita
      program attendance per capita
      turnover rate
   2. in-library materials use per capita
      reference completion rate
      subject and author fill rate
      title fill rate
   3. turnover rate
      browsers' fill rate
      subject and author fill rate
      title fill rate
      circulation per capita
      registration as a percentage of the population

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QUIZ 2: Version A

SOC. SEC. #: _____

1. List three ways public libraries are different from other organizations. (each worth 1 point; 3 points total)

2. TRUE OR FALSE? (circle one) The public library that serves as a model for generalism is the Enoch Pratt Public Library. (1/2 point)

3. TRUE OR FALSE? One of the advantages in reorganizing through consolidation is that the levels of bureaucracy are decreased. (1/2 point)

4. TRUE OR FALSE? At least 50% of municipalities have the mayor and council form of local government. (1/2 point)

5. Which one of the following is the fastest growing type of public library? (1/2 point)
   a. county
   b. district
   c. municipal
   d. township

6. Give two reasons why public libraries have library boards: (1/2 point per reason; 1 point total)

7. Library board members may be selected through: (1/2 point)
   a) appointment by city council or mayor;
   b) self perpetuation;
   c) election;
   d) selection by some other governmental agency;
   e) all of the above

8. TRUE OR FALSE? One of the duties of the library board is to appoint a library director. (1/2 point)

9. TRUE OR FALSE? S. Baker conducted a study of library trustees in Illinois. She found out that a majority of the board members had lived in their communities for a long period of time. (1/2 point)

10. TRUE OR FALSE? Baker also found that elected trustees were more committed to working on behalf of the public library. (1/2 point)

11. In reality, public libraries receive _____% of their funding from local sources, _____% from the state and _____% from the federal government (1 1/2 points)

12. TRUE OR FALSE? All states tax personal property. (1/2 point)

13. TRUE OR FALSE? An example of a regressive tax is property tax. (1/2 point)

14. TRUE OR FALSE? A mill is equal to 0.01 of a U.S. dollar. (1/2 point)

15. Match the phrase with its definition: (2 points)

a. ad valorem tax:___	1. the process of adjusting assessment to bring it in line with surrounding areas
b. assessment:___	2. the process of assessing property and collecting taxes
c. equalized assessed valuation: ___	3. based on a fixed proportion of the property's value
d. tax levy:	4. the process of determining the fair market value of property

16. TRUE OR FALSE? Deily found that there is a correlation between a high standard of living and high support for the public library. (1/2 points)

17. TRUE OR FALSE? The two most common types of referenda are a backdoor referendum and a referendum for a tax rate increase. (1/2 point)

18. Name two ways public libraries might raise funds other than local tax support or a referendum to increase tax support: (1/2 point per reason; 1 point total)

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QUIZ 2: Version B

SOC. SEC. #: _____

1. TRUE OR FALSE? (circle one) One difference between public libraries and profit making agencies is that service in public libraries is based on a continuous client relationship. (1/2 point)

2. Name two of the pressures that bear on the public library. (1/2 per pressure; 1 point total)

3. TRUE OR FALSE? One of the advantages in reorganizing through generalism is that subject specialists can provide high quality service. (1/2 point)

4. TRUE OR FALSE? At least 50% of counties in the U. S. provide some kind of library service. (1/2 point)

5. Define <u>library district</u>: (1 point)

6. What is a self-perpetuating library board? (1 point)

7. TRUE OR FALSE? The primary role of the library board is to serve as an advocate for the public library. (1/2 point)

8. TRUE OR FALSE? S. Baker conducted a study of library trustees in Illinois. She found out that board members spent most of their time discussing library service. (1/2 point)

9. TRUE OR FALSE? Another of Baker's findings was that library trustees do not want to serve more than one term of office. (1/2 point)

10. Lowell Martin recommended that public libraries receive _____% of their funding from local sources, _____% from the state and _____% from the federal government (1 1/2 points)

11. TRUE OR FALSE? All states tax personal property. (1/2 point)

12. TRUE OR FALSE: An example of a regressive tax is income tax. (1/2 point)

13. Provide 2 definitions for mill: (1/2 point a piece; 1 point total)

14. TRUE OR FALSE? The <u>larger</u> the tax base, the <u>lower</u> the millage rate needed to raise the money the library needs. (1/2 point)

15. Match the phrase with its definition: (1 1/2 points)

a. ad valorem tax:___	1. the process of adjusting assessment to bring them in line with surrounding areas
b. tax levy:___	2. based on a fixed proportion of the property's value
c. equalized assessed valuation:___	3. the process of assessing property and collecting taxes

16. TRUE OR FALSE? EAV preempts local assessment. (1/2 point)

17. TRUE OR FALSE? A community's economic ability is described by per capita support. (1/2 point)

18. What is a referendum? (1 point)

19. TRUE OR FALSE? The two most common types of referenda are for tax rate increases or for a bond issue. (1/2 point)

20. TRUE OR FALSE? A referendum for a tax rate increase to support the public library will pass in very few cases. (1/2 point)

21. With a house worth $100,000 and assessed at a rate of .50, the taxpayer pays taxes on: (1/2 point)
    a. $100,000
    b. $50,000
    c. $40,000

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PUBLIC LIBRARY QUIZ 2, Version C

22. TRUE OR FALSE? A public library that is a clearinghouse for current information on community organizations, issues, and services is acting as a community information center.

23. TRUE OR FALSE? External circulation of library materials is a measure of all use of a public library's resources.

24. TRUE OR FALSE? Historically, state library agencies predate the development of the public library.

25. TRUE OR FALSE? All citizens in Texas are served by a public library.

26. TRUE OR FALSE? LSA was oriented toward providing library services in rural areas.

27. TRUE OR FALSE? LSCA was expanded, in 1964, to promote library development in rural areas.

28. TRUE OR FALSE? LSA and LSCA provided strong stimuli to modernize state library laws.

29. TRUE OR FALSE? The Library Improvement Act was proposed as legislation to provide support in addition to LSCA.

30. TRUE OR FALSE? John Berry edits a column in Wilson Library Bulletin called "Facing the Public."

31. TRUE OR FALSE? There are no standards for state library agencies.

32. What is COSLA?

33. Give the dates for the first WHCLIS.

34. The three themes for the second WHCLIS are:

35. TRUE OR FALSE? Delegates to the second WHCLIS will all be representatives of the library and information profession.

36. TRUE OR FALSE? It was not a common practice in the late 19th century to have boards supervise special services in the community.

37. TRUE OR FALSE? 95% of public libraries have a library board.

38. Library board members may be selected through:
    a) appointment by city council or mayor
    b) self perpetuation
    c) election
    d) selection by some other governmental agency
    e) all of the above

39. TRUE OR FALSE? The primary role of the library board is to serve as an advocate for the public library.

40. TRUE OR FALSE? S. Baker conducted a study of library trustees in Illinois. She found out that board members spent most of their time discussion library service.

41. What is ALTA?

42. What is FOLUSA?

43. TRUE OR FALSE? Public library systems in all states are organized much the same.

44. Which of the following is the fastest growing type of public library:
    a) county
    b) city or municipal
    c) district
    d) township

45. TRUE OR FALSE? A district library's boundaries follow county jurisdictional lines

46. What is a multitype library system?

47. What are two advantages to joining a system?

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QUIZ 3: Version A

SOC. SEC. #: _____

1. Each of the individuals listed below is associated with a concept or innovation. Match the name with the term. (1/2 point each; 1 1/2 points total)

A. James Bertram ___	1. rough faced masonry; stout arches
B. Leopold della Santa ___	2. separation of readers from staff
C. H. H. Richardson ___	3. Carnegie rectangle

2. Name two things that have influenced public library architecture. [1/2 point each; 1 point total

3. TRUE OR FALSE? LSCA funding is secure and stable from year to year. [1/2 point]

4. TRUE OR FALSE? (circle one) The earliest public libraries were monastic libraries. [1/2 point]

5. Name two reasons why a public librarian might not weed his/her collection. [1/2 point a piece/ 1 point total]

6. Market segmentation can be done by looking at geographic, product-related, psychographic, or socioeconomic characteristics. Match each type of characteristic with its example. [1/2 point each; 2 points total]

A. income and occupation ___	1. geographic
B. branch libraries and bookmobiles ___	2. product-related
C. personality characteristics ___	3. psychographic
D. model railroaders/ computer nerds ___	4. socioeconomic

7. Define public library service. [1 point]

8. TRUE OR FALSE? State libraries existed in the United States before there were public libraries. [1/2 point]

9. TRUE OR FALSE? Webb indicated that the greatest number of patrons frequenting a public library are independent learners. [1/2 point]

10. TRUE OR FALSE? Webb noticed that <u>few</u> public library patrons move from one user type to another. [1/2 point]

11. Indicate two ways a public library might assist a public library patron who is conducting research. [1/2 point each; 1 point total]

12. List two results of the effect of LSCA/LSA on American public libraries. [1/2 point each; 1 point total]

13. List two reasons why public libraries form systems. [1/2 point each; 1 point total]

14. Lowell Martin illustrated pressures bearing on the public library. Name three of these pressures. [1/2 point each; 1 1/2 points total]

15. List two problems associated with system development. [1/2 point each; 1 point total]

16. List three services a system may provide a member library. [1/2 point each; 1 1/2 point total]

17. TRUE OR FALSE? LSCA was an extension of LSA to insure library services in rural areas. [1/2 point]

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SAMPLE PUBLIC LIBRARY QUIZ A, Version C

1. TRUE OR FALSE? Caleb Bingham founded the Peterborough (New Hampshire) Town Library.

2. Who was Alexandre Vattemare?

3. TRUE OR FALSE? Everett wanted the Boston Public Library to provide a circulating collection of popular materials while Ticknor was in favor of limiting the library's collection to scholarly materials.

4. What association is represented by the abbreviation, SPCK?

5. Who was the "patron saint of libraries"?

6. What source indexed library literature before Library Literature was published?

7. What library journal is abbreviated RSR?

8. Match the author with his or her work:

A. Bobinski	1. Foundations of the Public Library
B. Shera, J.	2. "The Purpose of the American Public Library"
C. Rosenberg, B.	3. Carnegie Libraries
D. Harris, M.	4. Genreflecting

9. What was the original mission of the American public library?

10. TRUE OR FALSE? Public library development in the United States began in the northcentral states and moved to the northeast.

11. TRUE OR FALSE? Dewey's motto was "the best books for the largest number at the least cost."

12. Who was the director of the Los Angeles Public Library from 1905 to 1910?
    a. S. S. Green
    b. Lloyd Smith
    c. Charles Fletcher Lummis
    d. M. Dewey

13. TRUE OR FALSE? Services to children were an integral part of the American public library from its inception.

14. Name 1 condition that supports the need for the public library's education mission.

15. Who is Eleanor Jo Rodger?

16. TRUE OR FALSE? Objectives are short term while goals are long range.

17. Who coined the phrase "laggards versus leaders" when speaking about public library standards?

18. TRUE OR FALSE? The first public library standards were published in 1956.

19. TRUE OR FALSE? The Public Library Mission Statement was an interim document between the old and new public library standards.

20. TRUE OR FALSE? A Planning Process was published in 1980.

21. Which of the following is not a product of the Public Library Development Program?
    a) Output Measures, 2nd ed.
    b) The American Library Directory
    c) Planning & Role Setting for Public Libraries
    d) Statistical Report '88
    e) Public Library Data Service